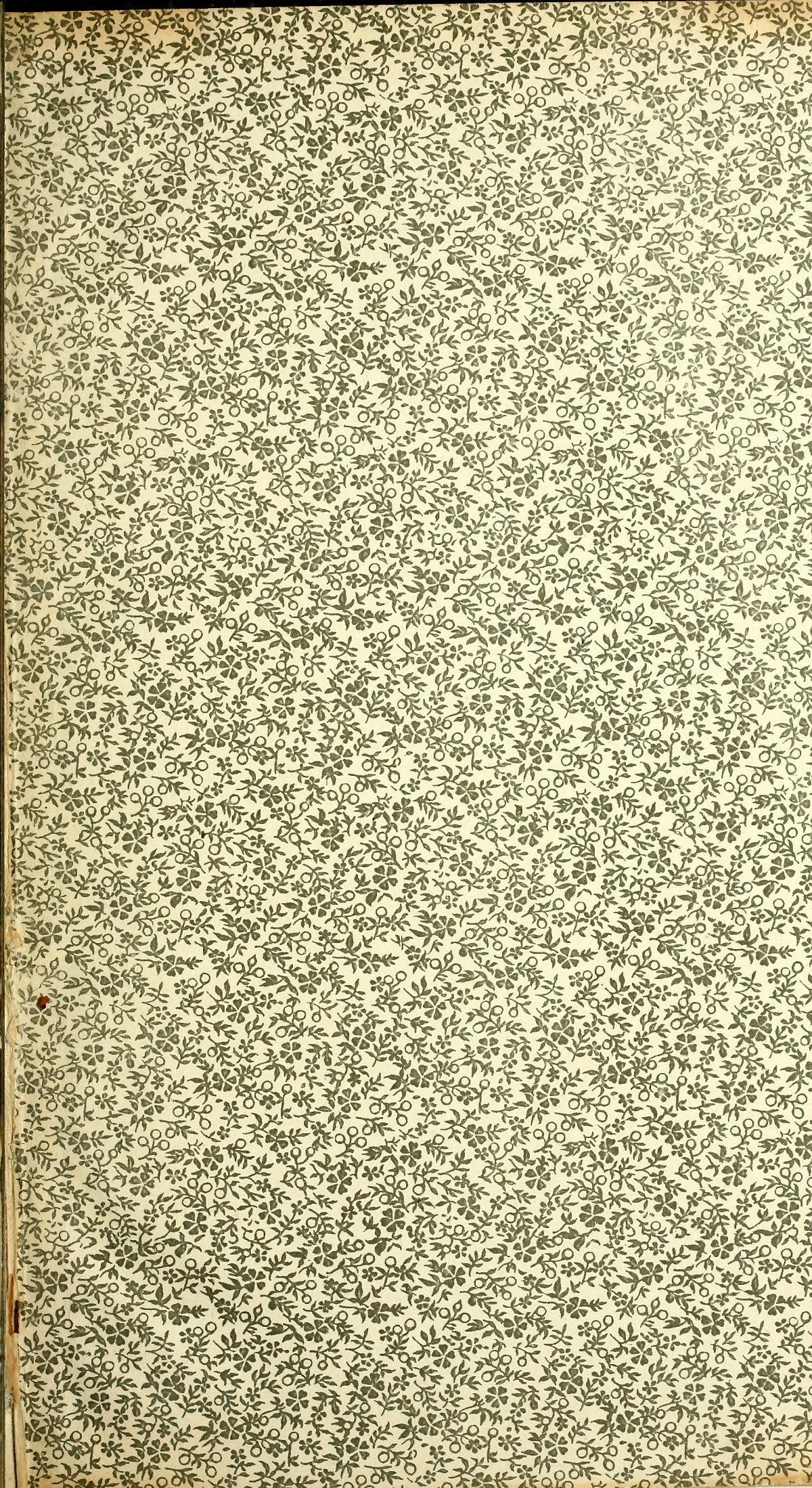



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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XVI. No. 1

RALEIGH, N. C., SEPTEMBER, 1921

Price: \$1.50 a Year

To All County and City Superintendents

A copy of this September number of NORTH CAROLINA EDUCATION is sent to every county and city superintendent in the State. It is believed that each of you will be interested in all of the timely matters discussed in it, and especially in the articles by Supt. E. C. Brooks on the Reading Circle Work and on Keeping the School Funds Separate.

Now that the mapping out of the Reading Circle work and the selection of the books is left to the superintendents, it is highly important that this be attended to at once and that your announcement or report is sent in certainly before September 20, so that the material for October may be worked up in time and we may thus render you and your teachers the best possible service.

It is also very important that your teachers should receive this September number, and all the early fall issues. The price for single subscriptions is \$1.50; in clubs of two to four, \$1.40 each; five to nine, \$1.25 each; ten or more \$1.00. At these favorable rates your subscription and that of every one of your teachers is earnestly solicited. Will you not bring this to their attention at your very first opportunity, so that they may begin with September and not miss a single issue? Kindly see that your teachers are given an opportunity to subscribe to NORTH CAROLINA EDUCATION in the largest possible club at their very first meeting. The greater the number of readers NORTH CAROLINA EDUCATION can reach, the greater service it can render to all. We thank you everyone, taxed as you are already with a multitude of responsibilities, for what we feel sure will be the best attention you can give to this matter of such vital importance to all of us.

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These books supply the kind of arithmetic teaching now being demanded of our schools. They interweave the study of arithmetic with the pupil's play and work. And they definitely help to prepare boys and girls to deal with the problems that constantly come up in every-day living.

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Just Published

SCHOOL HISTORY OF THE UNITED STATES

By Nathaniel Wright Stephenson and Martha Tucker Stephenson

A new history for the junior high school and upper grammar grades, which presents in interesting narrative the development of American history. Its scope is national; all sections of the country are treated with equal attention and sympathy. Moreover, throughout the text, wherever the European background is important to an understanding of American events, the authors make this background very clear for the young pupil.

The book deals with history from the viewpoint of 1921. It not only gives the pupil a knowledge of how to serve the state, but creates in him a desire to discharge that service.

Problems and Review Questions at the end of each chapter provide for easy investigations. Pupils will like the Stephenson history because it gives them something to do.

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North Carolina Education

Vol. XVI. No. 1

RALEIGH, N. C., SEPTEMBER, 1921

Price: \$1.50 a Year

TEACHERS' READING CIRCLE WORK FOR 1921-22

By E. C. Brooks, State Superintendent of Public Instruction

Under the new rules and regulations governing the certification of teachers, credits for reading circle courses have been materially changed. But this should in no sense cause any teacher or superintendent to feel that the reading circle work is less important because of the change.

The purpose in placing a different emphasis on the reading circle courses is to give the superintendent more freedom in emphasizing certain particular needs and the teachers more latitude in selecting professional courses more beneficial to them. Superintendents should consult the teachers in selecting these professional courses, for in many instances they know more of what will be helpful to them than the superintendent knows. However, the superintendent may know the schools and the community needs and this should always be a strong factor in deciding what study courses should be adopted.

The State Department of Education will not be responsible for the conduct of the reading circle courses, nor will it attempt to keep records of individual teachers. This is the duty of the local superintendent, and if the superintendent's report shows that certain teachers fail to take part in, or keep up with, the reading circle work, the teacher's certificate cannot be renewed until after that condition has been removed. Moreover, the teachers so failing in their professional work should not be allowed the annual increment, as provided in the salary scale. The renewal of certificates, however, after 1921, will depend mainly upon summer school credits.

In like manner, if the superintendent fails to provide for the professional growth of his teachers, the renewal of his certificate will be affected thereby and his salary will likewise be affected.

The Supervisors of Teacher Training will give the progressive course or courses for all of his teachers during the first month of the opening of school, and should report the same to Mr. A. T. Allen, Director of Teacher Training, Raleigh, N. C. Blanks will be supplied for this report.

The Supervisor of Teacher Training will give the same helpful assistance wherever desired in organizing professional courses as in the past. They will visit the counties and help to organize group meetings or special classes. But the responsibility for this work is on the local superintendent.

I. READING CIRCLE BOOKS RECOMMENDED FOR 1921-22.

The multiple list of books given below is recommended. From it the superintendent may select such texts as may be most helpful to his teachers. He may select one book for all teachers to study, or he may divide his teachers into groups and select a text for each group. Moreover, if in the opinion of the superintendent and teacher, some other book or course of

study would be more helpful to all, or even to a group, he has the liberty to select such a book or such a course of study.

It is the desire of the Department of Teacher Training to make the teachers' reading circle as elastic as possible and to give as much latitude to the teachers as they may need for their professional growth. The books are as follows:

RECOMMENDED FOR SUPERINTENDENTS AND PRINCIPALS

1. *Administration of Rural and Village Schools*, by Finney & Schafer. Macmillan Company, 64-66 Fifth Avenue, New York City.

Single copy, postpaid, \$1.50. Ten or more copies to one address, f. o. b. New York, each, \$1.20.

From N. C. School Book Depository, Raleigh, N. C., ten or more copies to one address, postpaid, each, \$1.40.

RECOMMENDED FOR HIGH SCHOOL TEACHERS AND PRINCIPALS

Select one of these, or substitute another book.

1. *The Junior High School*, by Thomas H. Briggs. Houghton Mifflin Company, 4 Park Street, Boston, Mass.

Single copy, postpaid, \$2.00. Ten or more copies to one address, postpaid, each, \$1.80.

2. *The Redirection of High School Instruction*, by Lull and Wilson. J. B. Lippincott Company, Philadelphia, Pa.

Single copy, postpaid, \$1.36. Ten or more copies to one address, postpaid, each, \$1.20.

3. *The Principles of Secondary Education*, by Inglis. Houghton Mifflin Company, 4 Park Street, Boston, Mass.

Single copy, postpaid, \$2.90. Ten or more copies to one address, postpaid, each, \$2.60.

Note: If teachers desire to study methods of teaching high school subjects they will be allowed to do so. Books on these subjects, for example, Foreign Language, Modern Language, English, History, Science, may be selected after consultation with the County Superintendent and the supervisor assigned to the county in which any teacher is at work.

RECOMMENDED FOR ELEMENTARY TEACHERS

Select one of these, or substitute another book.

1. *The Elementary School Curriculum*, by T. G. Bonser. The Macmillan Company, 64-66 Fifth Avenue, New York City.

Single copy, postpaid, \$1.70. Ten or more copies to one address, postpaid, each, \$1.45.

2. *Physical Training for the Elementary Schools*, by Clark. Benj. H. Sanborn & Co., 50 Beacon Street, Boston, Mass.

Single copy, postpaid, \$1.70.
N. C., single copy, postpaid, \$1.70. Ten or more N. C., single copy, postpaid, \$1.70. Ten or more copies to one address, with 10% discount f. o. b. Raleigh, each, \$1.70.

3. *Story Telling for Upper Grade Teachers*, by Cross and Statler. Row, Peterson & Co., 623 South Wabash Avenue, Chicago, Ill.

Single copy, postpaid, each, \$1.25. Ten or more copies to one address, postpaid, each, \$1.10.

4. *Children's Literature*, by Curry and Clippinger. Rand McNally & Company, Chicago, Ill.

Single copy, postpaid, each, \$2.98. Ten or more copies to one address, postpaid, each, \$2.85.

5. *Moral Education in School and Home*, by Engleman. Benj. H. Sanborn & Co., 50 Beacon Street, Boston, Mass.

Single copy, postpaid, each, \$1.75.

From N. C. School Book Depository, Raleigh, N. C., single copy, postpaid, each, \$1.75. Ten or more copies to one address, with 10% discount f. o. b. Raleigh, each, \$1.75.

6. *How to Measure*, by Wilson and Hoke. The Macmillan Company, 64-66 Fifth Avenue, New York City.

Single copy, postpaid, \$1.70. Ten or more copies to one address, postpaid, each \$1.45.

BOOKS ON GENERAL METHODS

If a book on General Methods is desired we recommend either of the following which have already been on the list.

1. *Teaching the Common School Branches*, (Revised Edition), by W. W. Charters. Houghton Mifflin Company, 4 Park Street, Boston, Mass.

2. *How to Teach Elementary School Subjects*, by Rapeer. Charles Scribner's Sons, New York City.

3. *Teaching the Fundamental Subjects*, by Kendall and Myriek. Houghton Mifflin Company, 4 Park Street, Boston, Mass.

II. SHORT ANALYSIS OF RECOMMENDED BOOKS.

Administration of Rural and Village Schools, (Finney & Schafer).—This book was on the adopted list last year for principals and superintendents. It is a book of administration, as its name applies, rather than of methods of teaching.

The Junior High School (Briggs).—High school teachers are interested in every phase of education which affects their work as craftsmen. Many teachers have felt that our high school should be re-organized. The junior high school is an effort at a partial solution of this problem of re-organization. Therefore, teachers should know about such an institution. The junior high school has been endorsed by educators and by the public in many sections in this country. There has been no great emphasis placed upon the junior high school in North Carolina and believing that the time has come for school men and women to discuss this matter and to decide to what extent this form of high school work can be offered in the State, *The Junior High School* is placed upon the reading circle list.

The Redirection of High School Instruction, (Lull and Wilson).—The aim of this book is to state the main problems of Junior and Senior High School instruction and to suggest solutions for these problems. In the opinion of the authors these problems may be solved by applying the theory of the social core of the high school curriculum.

This book is not a book on method primarily, but the discussion involves the administration of the curriculum, the administration of student activities and selection and valuation of subject matter.

As the authors themselves state—"The central problem of this book is to discover and organize the

functional elements of high school instruction. The view that the school is an instrument of social interpretation, social adjustment, and social control is maintained throughout. The problems of instruction are approached from the viewpoint of social processes and values."

The Principles of Secondary Education. (Inglis).—There are some high school teachers, both men and women who are eager to be studying the problems of Secondary School Administration. Many high school teachers become high school principals and principals become superintendents. They wish to know, therefore, the principles underlying the administration of Secondary Schools. For such persons this book is suggested, believing that a thorough study of it will yield a knowledge of the factors and principles which underlie a system of secondary education.

The Elementary School Curriculum (Bonser).—This book embodies the newest and best thought in curriculum making as well as the most improved methods of teaching the subjects. It is a plain, well written book and Bonser knows how to get his message across so clearly that even the person with limited training and background can get the idea. It is a well organized book.

The first eight chapters deal in a large way with the relation of the curriculum to educational aims and life purposes and activities, showing the practicability of the problem method of instruction.

From chapter nine on, each subject in the curriculum is dealt with. At the close of each chapter a summary is given, showing the principles for selection and organization.

Chapter seventeen on "Citizenship and the Curriculum" is especially good. The last chapter which shows how to use this book in improving curriculum is very usable and practical.

On the whole, it is a book which would be helpful to all classes of teachers of the elementary grades—a common meeting ground, so to speak.

Physical Training for Elementary Schools (Clark).—This book was on the list last year for primary teachers. Its name carries the meaning.

Story Telling for Upper Grade Teachers (Cross & Statler).—This book was on the list last year for grammar grade teachers. It gives a number of stories and suggestions for telling them.

Children's Literature (Curry and Clippinger).—The authors of this book are teachers of literature in a State Normal School. The book contains four hundred and twenty selections from the field of children's literature. These selections are given under ten types as follows:

(1) Mother Goose Jingles and Nursery Rhymes, 146; (2) Fairy Stories—Traditional Tales, 45; (3) Fairy Stories—Modern Fantastic Tales, 15; (4) Fables and Symbolic Stories, 50; (5) Myths, 14; (6) Poetry, 109; (7) Realistic Stories, 8; (8) Nature Literature, 12; (9) Romance Cycles and Legends, 17; (10) Biography and Hero Stories, 6.

At the beginning of each group of stories there is a short historical sketch. A definition or description of the type of literature that is to follow is also given.

This book is not intended for use as a reading book or as a language book, but is, as its name implies, a

source book of children's literature. The book also contains many helpful bibliographies and library references to the original sources, and to other material.

Moral Education in School and Home (Engleman).—We are all agreed that moral education is of supreme importance in the life of the child. For this reason the book has been put on the reading circle list. The book deals with the subject as an objective of public school work. There is at present a revival of interest in moral education and school subjects and school experiences as they contribute to the needs of the child and the building of character.

The theory on which the book is written is that there is a rich moral content in literature, history, and biography; that discipline, study, manual training courses, and playground activities may be made to contribute largely to the moral development of pupils; and, in fact, that the school needs to be thoroughly moral in every aspect and the teacher needs to see how to make its several phases of study, recitation, work and play minister to the unfolding moral life of the child.

For these reasons the book is offered to the teachers of the State with the hope that serious study of this all important problem may lead to a deeper interest in teaching and training children in habits and ideals of moral life.

How to Measure (Wilson and Hoke).—Because of the growing interest in the use of tests and measurements, this book is presented as a suggestion for a basis for reading circle work. Interested teachers are keen to master the accumulated knowledge with regard to measurement, to master the details of using scales and standardized tests for the measurement of subject matter.

The two main ideas in this book are, first, that the work in measurement should be handled more and more by the individual classroom teachers, and second, that the chief purpose to be served by standard tests is the diagnosis of pupil ability and pupil difficulties.

The purpose of the book is a treatment of those tests which, on account of their use, purpose and adaptability, have been found to be most serviceable to the classroom teacher.

Method Books.—These books on general and special method have previously been on the list and need no introduction. As the name of each implies, it attempts to present in brief a method for the teaching of each subject in the elementary curriculum.

III. SUGGESTED PLAN FOR CONDUCTING READING CIRCLE WORK

OUTLINE OF PLAN FOR ORGANIZATION

1. The teachers of the county may be organized into groups, or county-wide meetings may be held.

2. In the group meetings or county-wide meetings it is suggested that the teachers be organized according to their ability or needs, each group studying some special subject or book in which they feel need of personal improvement, or all groups may study the same

book or subject. The reading circle course should be linked with the school room work of the teachers, thus affording an opportunity for putting into practice new ideas gained in the group meetings.

3. A strong teacher should be selected as the leader of each group. Those of unusual ability or experience in the special subject chosen for study should be placed in charge of the work.

4. Not less than five meetings should be held.

5. Attendance upon all five meetings and completion of the required work as outlined for these meetings will give credit for the reading circle course. Those teachers failing to attend the meetings and complete the required work may secure credit on the books or course of study by passing an examination given by the county superintendent.

6. A report of the work as carried on will be furnished the State Department of Education by the superintendent.

STUDY OF SPECIAL SUBJECTS IN LIEU OF READING CIRCLE

Some special school subject as reading, language work or children's literature, etc., may be used for reading circle work. A suggested list of books and outline of the work will be furnished by the Supervisor of Teacher Training in charge of the District.

THE USE OF THE LIBRARY IN LIEU OF READING CIRCLE

For this course, it is suggested that the teachers read at least a half dozen of the books in the school library, reporting on these at the meetings and suggesting plans for stimulating the children in the school to read these same books. Any school which does not have a library of children's literature, may secure the same from the State Library Commission and in this way use the suggested plan of reading circle work with fruitful results.

IV. HOW TO PURCHASE THE READING CIRCLE BOOKS.

These books may be obtained at present from the publishers. Each publisher has been asked to furnish these books both direct to the teachers and through Alfred Williams and Company, Raleigh, N. C. Each publisher has also been asked to quote a price on these books as follows: (1) Single copies to one address; (2) Ten or more copies to one address.

These prices, so far as they have been supplied by the publishers, are shown in the list already given in this article.

"Please change my paper from.....to....., beginning with the issue for the month of, " is a good form to use when you change your post-office address.

The date on your label shows whether your subscription is about to expire or not. Please renew promptly so as not to miss a single copy. The price is \$1.50 a year.

A FORWARD GLANCE AT THE TEACHERS' ASSEMBLY

Not only among the officers but in the very air, there is a feeling that the Teachers' Assembly in Raleigh, November 23-25 will in both attendance and interest surpass any former record. Last year the enrollment of 8,050 was unprecedented. Now information comes that counties and towns that did not get into the organization then are already moving for a hundred per cent membership this time. The department of higher education, which was reorganized last year, is also showing renewed life and activity. Though not given to superlatives, Secretary A. T. Allen felt impelled to declare, when surveying the prospect, that "every indication points to an enrollment exceeding 12,000 this year and an attendance that will be the largest in the history of the Assembly". "Coming as it does" continued Mr. Allen, "just before the special session of the legislature in December, this year's meeting gives the educational forces their very finest opportunity of uniting in a great program for educational development in North Carolina. Every teacher in the State should make it a point to become a member of some local unit and cast a vote for the person the member desires as representative in the Assembly's councils."

RAILROAD AND HOTEL ACCOMMODATIONS

As to transportation and accommodations, Secretary Allen assured NORTH CAROLINA EDUCATION that the hotels in Raleigh have agreed to make a tremendous effort to care for the Assembly. "Homes for the overflow", said he, "will be provided out in the city by the Chamber of Commerce." Reservations can be made now at the Raleigh hotels. Particulars of railroad rates will be published later, but as an indication of the interest felt in the meeting by the roads Mr. Allen said that one railroad company on its own initiative had requested information so that it could proceed with plans for handling the travel and for making special rates.

CHANGES SUGGESTED IN METHODS OF ELECTING OFFICERS

"Much favorable comment has been elicited", said Secretary Allen "by President Latham's plan for nominating the officers for next year in a primary." These changes are to be effected through amendments to the constitution, which have been suggested as follows:

1. To place the election of the Secretary-Treasurer in the hands of the Executive Committee. After his election, the Secretary-Treasurer shall become ex-officio a member of the Executive Committee.
2. To make the Executive Committee consist of the President, Vice-President, Secretary-Treasurer, the retiring President (for a term of one year from the date of expiration of his term of office), and the Presidents of the Departments of the Assembly.
3. To provide a method of electing the President and Vice-President of the Assembly from nominations made in a primary election.

This new plan for the election of the Assembly's officers in a primary is outlined as follows:

- (1) On Thursday during the annual meeting of the Teachers' Assembly, at a given place to be duly announced, between the hours of 10 A. M. and 5 P. M., properly classi-

fied delegates may vote for President, Vice-President, Secretary-Treasurer, and two members of the Executive Committee of the Assembly.

- (2) Each delegate will be furnished a primary ballot on which he may indicate his choice for each office to be filled.

- (3) The Nominating Committee provided for by the present constitution shall be in charge of the poll book of delegates, the ballot box, the counting of the ballots and the certifying of the results of the primary ballot to the Assembly.

- (4) For the office of President, Vice President and of Secretary-Treasurer the names of two persons who in the primary ballot received the largest number of votes for said office, shall be announced. In the case of two positions on the Executive Committee, the names of the four persons receiving largest number of votes in the primary ballot, shall be announced.

- (5) Announcement of the result of the primary ballot shall be made at the General Session of the Assembly held Thursday night.

6. At the annual business meeting held on Friday, the delegates shall elect the officers by majority vote from the nominations made as a result of the primary election.

SOME FEATURES OF THE PROGRAM

In the preparation of the general program, President Latham is living up to his reputation as an incessant worker possessed of fine judgment.

Announcement has already been made that the Thanksgiving sermon will be preached by Dr. Plato Durham, of Atlanta. A note from President Latham announces these additional features of interest:

President Alderman, of the University of Virginia, will be one of the general session speakers.

Dr. Speight Dowell, President of Alabama Polytechnic Institute, will be one of the general session speakers with a topic specially relating to rural education.

Dr. Charles A. McMurry of Peabody College, will be with the primary and grammar grade teachers for special work in project methods.

Dr. A. E. Winship, editor of *New England Journal of Education*, will be with the music department and take part in the big program which that department is preparing under the direction of Mrs. Ferrell of Meredith College. Through the cooperation of Supt. Underwood of the Raleigh schools, Mrs. Ferrell has planned to have a children's chorus of five hundred or more voices to demonstrate to the teachers what can be done in the way of public school music.

Convention singing will be a feature of the Assembly at every session. This will be in charge of Professor Paul Weaver of the University of North Carolina, and Mr. William Breach, supervisor of public school music, Winston-Salem.

Physical education will be given a prominent place in the work of the Assembly. It is hoped to put on a practical demonstration with the Raleigh school children.

In short, every department of the Assembly is working hard to have a worthy and profitable program.

If sufficient interest is shown, it is proposed to put on a state-wide spelling contest during the Assembly. The plan is to have each county select the best spellers among its boys and the best among the girls

and send these local champions to the state contest in Raleigh. Then by the process of elimination, the winner will be finally determined.

PROMPT ORGANIZATION URGED

"We are counting", writes President Latham, "on a one-hundred per cent membership of our public school teachers. Every county and city should organize as soon as possible after the opening of the schools. The teachers in the colleges of North Carolina should also join in the forward movement for education in this State. The time has come for the educational forces of the entire commonwealth to get together and present a united front to any reactionary program."

AWARD OF PRIZE TO COMPOSER OF MUSIC

The ward of the Shirley prize for the best musical composition by a North Carolina composer will be among the noteworthy events at this year's Teachers' Assembly. The award will be made by the North Carolina Music Teachers' Association which will be held in connection with the Assembly.

To encourage original music composition in North Carolina and properly recognize work of merit, Mr. H. A. Shirley, dean of music of Salem Academy and College, Winston-Salem, some years ago announced the offer of a loving cup for the best musical composition by a North Carolina composer during the following year. It was the plan for the contest to be a

continuing one, the cup to pass from the winner of one year to the winner of the next. This was done regularly except for last year when the contest was not held. It is hoped that there will be numerous participants this year. Among those who have won the cup in the past are Miss Pearl Little of Hickory, and Roster Hankins, of Winston-Salem. Mr. Hankins has recently won a Pulitzer award of \$1,500, which he will use to go abroad for a year's study.

ARCHITECTS WILL EXHIBIT BUILDING PLANS

Another interesting feature of the meeting in November will be an exhibit of school building plans which will be submitted by the architects of the state. The architectural society at its meeting at Wrightsville Beach agreed to the suggestion, and have already taken up with Superintendent Brooks' details for putting on this exhibit. All architects in the State who have designed school buildings, large and small are invited to submit at least one set of plans, showing pictures and floor plans of some building already constructed or in process of construction.

The assembly officials were interested in getting this exhibit because it will give the school officials coming here an opportunity to see the best school plans in the State. In view of the immense building program now under consideration in North Carolina, the exhibit will be of especial value at this time.

W. F. M.

THE DUTY OF SCHOOL OFFICIALS TO SEE THAT THE FUNDS ARE KEPT SEPARATE

By E. C. Brooks, State Superintendent of Public Instruction

It is the duty of both city and county superintendents and principals of special local-tax schools to see that the school fund belonging to each is placed to the credit of the respective county, city, or special tax district as the taxes are collected. This is a very important duty imposed on these officials by the new school law. The funds belonging to the county and to the city must be kept separate, and the treasurer is liable to indictment if he permits these funds to be used for any other purpose.

The attention of all school officials is called to Sections 7, 8, and 9 of Act to Provide Revenue For The Public Schools, (See New School Legislation, page 12).

DUTY OF COUNTY AND CITY BOARDS OF EDUCATION

Section 7 of the act referred to above is as follows:

"When the amount of county school taxes to be levied by the board of county commissioners to maintain a uniform school term of at least six months in every school district is finally determined, the board of county commissioners shall furnish immediately upon completion of the abstract of listable taxes, or shall cause the county auditor or register of deeds to furnish the county treasurer and the county board of education a statement showing the total amount of county taxes levied and what per cent of the total

amount levied and to be collected belongs to the county school fund.

When the total amount of county school taxes has been computed the county board of education, in mutual agreement with the respective city boards of education, shall furnish the county treasurer with a statement showing the per cent of the total amount of county school taxes that belongs to the county board of education and the per cent that belongs to each respective city board of education.

When this per cent basis has been determined, the county board of education shall furnish the treasurer of the county board of education with a statement showing what per cent of the total amount of school funds shall be set aside and held as a separate account in his hands to the credit of each city board of education, and what per cent shall be held to the credit of the county board of education."

The county board of education and the board of trustees of the city schools should act promptly in accordance with these provisions. They should see that the treasurer has made provisions for keeping a record of all receipts in accordance with law. If they fail to do this, they can not hold the treasurer responsible for the funds.

DUTY OF THE TREASURER

Section 8 states specifically how the treasurer shall keep these funds and how they shall be expended. If

the school officials will perform their duties promptly, the treasurer then can be held accountable for the funds received by him. This is a very important provision in the law and should be observed to the letter. Section 8 is as follows:

"Upon receipt of moneys collected for county taxes from the sheriff or other collecting officer, the county treasurer shall immediately separate the school fund, which shall include all moneys received from taxes or otherwise for all school purposes, from all county taxes on a percent basis in accordance with the statement supplied by the board of county commissioners, as provided in section 7 of this act; and on the receipt given to the sheriff or other collecting officer, he shall show the amount credited to the school fund.

The county treasurer shall then immediately place to the credit of the county board of education that per cent of the county school fund which belongs to the county board of education, and to each city board of education the per cent which belongs to each respective city board of education, as determined on the basis of the statement provided him by the county board of education in mutual agreement with the respective city boards of education in said county. He shall then notify the respective boards of education of the amounts placed to their respective credit, and shall pay over to the treasurers of the respective boards of education said amounts on properly executed order. After the final settlement of the sheriff or other collecting officer with the board of county commissioners, as provided for in the Consolidated Statutes, the county treasurer shall make all needed adjustments between the school funds and other county funds, and immediately place to the credit of the respective boards of education the final amounts belonging to each respective board of education for the given fiscal year: PROVIDED, that after said final settlement, if it shall appear that any part of the public school fund received by the county treasurer has not been properly placed to the credit of the respective boards of education, either the county board of education or the city board of education, as the case may be, shall bring action on the treasurer's bond to recover any part of the fund still belonging to the respective board of education. If the county treasurer fails to perform his duties as herein and above prescribed, he shall be guilty of a misdemeanor, and be fined or imprisoned in the discretion of the court.

In all counties in which the office of county treasurer has been abolished, all banks or other corporations handling the public school fund shall be required to perform the same duties as required above of the county treasurer, and to give the same bond and make the same reports as are required of the treasurer of the county board of education.

Provided, that wherever a special act regulates the accounting or the auditing of the accounts of any or special chartered or city school district, the special act may be observed in lieu of the provision of this section.

COUNTY SUPERINTENDENTS SHALL KEEP RECORD OF LOCAL-TAX DISTRICTS

Not all superintendents have been careful in the past in keeping a record of the local-tax districts and

the amount of local tax funds belonging to them. The new law places emphatically this duty on the county superintendent and carries a penalty for violation of this section. The superintendent should keep a special record of the number and name of all special local-tax districts and the amount of money belonging to each district. If the superintendent fails in this respect, it will be impossible for the accounts to be audited. Section 9 is as follows:

"The county superintendent shall keep in his office a record of all special local-tax school districts in his county, the boundaries of each, the number of taxable polls, and the valuation of the taxable property and the special tax rate voted and levied for schools. On or before September 1st of each year he shall supply the county treasurer with a complete list of all such special local-tax districts, and the estimated amount of special property and poll tax to be collected in each district.

"The treasurer shall keep a separate account for each district, and no part of any funds belonging to one district shall be used for any other district, or for any other purpose than to meet the lawful expenses of the special local-tax district to which the funds collected belong. And no special-tax district funds shall be paid out by the treasurer except on properly executed order signed by the county superintendent, and if the treasurer shall fail to perform his duties as outlined in this section, he shall be guilty of a misdemeanor, and upon conviction shall be fined or imprisoned in the discretion of the court. If the county superintendent shall fail to perform his duties as outlined in this section, his certificate may be revoked by the State Board of Education."

School officials should be careful in handling public funds and should be diligent in seeing that other county officials follow the law in this respect. Since we are increasing annually the taxes for schools, it is absolutely necessary for superintendents to increase the efficiency of business management so that the waste will be reduced to a minimum. If this is done, the public will have confidence in the management of the schools, but if there is carelessness and inefficiency in the handling of public funds, the public will distrust the school officials and their confidence in school management can not be increased. It will be nothing short of a tragedy for the teachers to improve greatly and the effect of this to be nullified by poor business management on the part of the school officials.

WHEN CHANGING YOUR ADDRESS

When subscribers are changing their post-office address, it is desired by the publisher that both old and new addresses be given in the letter requesting the change. The subscriber should also let the publisher know with what issue the change should begin. The following will suggest a suitable form:

"Please change my address from to beginning with the issue for the month of"

To this the name of the subscriber should be signed as nearly as practicable in the same form as it appears on the subscription label.

THE USE OF TEXTBOOKS IN HISTORY AND CIVICS

By William Thomas Laprade, Department of History, Trinity College, Durham, N. C.

I shall try to discuss in the next few issues of NORTH CAROLINA EDUCATION the actual processes that ought to be involved in day to day planning of lessons in history and civics. In this article it is necessary to emphasize the primary purpose of that work if we are to succeed with that undertaking. We must ever keep in mind the central aim of all courses in history and civics, namely, preparing the pupils for their duties as members of the social community.

No more serious danger confronts the teacher of history and civics than the constant temptation to forget the interest of the pupils in an endeavor to complete an assigned book or to cover a prescribed course. The prescribed course is not to be neglected entirely, to be sure, because responsible persons under obligations to give attention to such matters prescribed it. But the pupils themselves ought to be the objects of first consideration. If you do not interest or stimulate them, courses and books matter not at all.

Textbooks in history and civics are simply instruments designed to be helpful in devising exercises that will prepare the pupils for the social tasks ahead of them. It would be as unreasonable to expect a pupil to understand chemistry by the undirected contemplation of an assortment of chemicals as it is to expect them to appreciate history and civics to any practical purpose by merely learning the contents of a textbook. No teacher blessed with reasonable intelligence would place a collection of biological specimens in the hands of an inexperienced pupil and expect any beneficial results from what might happen to the specimens. But teachers and school authorities do still somehow expect the textbook to supply both the materials and the interpretation of courses in history and civics.

As a matter of fact, even the bulkiest textbook in history contains no more than a small collection of selected specimens from the vast storehouses of recorded facts that have survived from the past with some suggestions concerning the uses that may be made of these facts. No attempt is ever made to tell all the story. The wise teacher does not attempt to use all the material thus made available and never permits the pupil to regard it all as of equal value. Instead, means are devised to cause the pupils to use the material in exercises that will enable them to appreciate both the character of the records themselves and the forces back of the facts studied.

A history or civics class will no more run itself than will a scientific laboratory. In fact, the class in history or civics is the more difficult of the two to conduct in that the materials used are not stable and concrete like chemicals, biological specimens, or physical apparatus. The materials which a teacher of history must use are records, sometimes of disputed authenticity, of the actions, motives, thoughts, and emotions of human persons and groups now departed,

themselves the products of generations with institutions just as complex.

Both the teacher of science and the teacher of history need to stimulate in the pupils the faculties of constructive criticism and open-mindedness. But there is this difference: The teacher of science can offer hope that something will be reached that will bear every semblance of a concrete fact not susceptible of being disputed in a finite world. The careful teacher of history does not hold out any such expectation. The best we can do is so to train the judgment, relieve the mind of prejudice, and encourage understanding that pupils will have more of insight into the reasons why we have the social institutions we do and into the manner in which they work than would have been the case had they never studied history.

It is a first principle in teaching history, therefore, to accustom a pupil to the use of books as mere aids in study, as more or less trustworthy storehouses of facts and suggestions, but in no case as saying a final word. To permit a pupil to assume that a textbook is more than this defeats the very purpose of the study. Consequently, to spend the time of a class merely reciting without critical judgment the contents of even the best available book is almost positively harmful.

Sometimes the very mistakes in a book are useful apparatus to the teacher. For example, we still have John Smith's Pocahontas yarn in many of our school histories. No conceivable educational purpose can be served by merely learning and narrating that story. But if the teacher will submit to the class the sources from which the story is derived and call for the judgment of the pupils on its accuracy as a record of fact, the results may prove fatal to their belief in the story, but it will afford experience in the display of critical judgment and will help the pupils to understand the character of some of the records on which we depend for our knowledge of the past. No duty of a citizen is more common or imperative than the necessity of forming conclusions from conflicting testimony, of appraising the medium of truth in a mass of evidence complicated with error. Hence this type of exercise may not be the least useful training that could be devised for one faced with the necessity of making up his mind how to vote on public questions.

Textbooks are meritorious, therefore, from the point of view of the skilful teacher, not chiefly because they contain a lot of prosy facts concerning the authenticity of which most of us are for the present agreed. We seek rather books containing facts likely to interest the pupils of the generation in which the book is to be used, narrated in a style they can easily apprehend, and arranged so as to stimulate curiosity as to the reasons why matters have taken the course they have. It is not a serious indictment against a book that fulfills these requirements that it contains some mistakes in minor detail or that other reputable authorities may question some of its judgments. The teacher of his-

tory is seeking primarily to impart the ability to apprehend and appraise the truth and not merely to impart information about any body of facts once for all delivered to a given generation.

The ignorance of the real problems in teaching history sometimes displayed by well-intentioned, patriotic people who seek to have some book used or eliminated because of some particular statement it contains or omits would be pathetic if this sort of intermeddling did not run the risk of having a tragic effect on the teachers of history by making it difficult for them to accomplish their primary function and by depriving

them of the freedom to use the best available tools of the trade.

In truth, these misguided agitators are really defeating the ultimate accomplishment of the purpose they are seeking to serve. For one thing, additional interest always attaches to a tabooed book. But even more fundamental is the fact that the ability to distinguish truth from error is a greater guarantee that the rising generation will think correctly about the actions of the past than any effort to propagandize them with views made ready for them and duly censored.

THE KNELL OF THE OLD TOLL GATE

I.

The history of the world's highways is the history of the progress of mankind. Everything that ever happened to the children of men happened somewhere or on the road thither—happened along the road itself or at the end of it. And there be just two kinds of roads: that earthen one leading across the hills and valleys, a track either beaten from the dawn of time by the multitudinous goings of men or made with their hands and ironed with mated rails; and that other, whose chief engineer and construction master was nature herself, a waterway, that flows between the hills and through the wide-extending plains into the trackless vast of the sea. At least, these were the only highways until the cannily fabricated plane and the combustion engine, in scorn of ways that trammelled, combined to lift men from the earth and bear them through the uncharted reaches of the air.

The roads and rivers of earth—how they have determined the sites of cities, the course of commerce, the treks of civilization! What opulent contributions have they not unceasingly poured into Clio's lap. Let us hope that some day one gifted will arise and supplement the history now laid off in patches within national boundaries by weaving about the highways of the world their own story and the story of those who thronged them. In their mission to mankind, the diminutive Tiber and Thames may not be outranked by the far-murmuring Nile and the Ganges; and the road followed by the slaughter-breathing young Pharisee from Jerusalem to Damascus may more than vie, in the tremendous happenings along its way, with the paths that led the legions of the Carthaginian and the Corsican across the Alps.

II.

And in our own State every road and river has its history. There were first the trails of the red man and the pioneers; then the old stage roads, many of which, with their peculiar type of passenger coaches, have well-nigh passed into oblivion with the coming of the railroads; then the railroads, threading new routes from town to town and changing the currents of economic life along their way; and in the last quarter-century the many new graded and surfaced highways—every one of which, having a reason for its beginning, its location, its character, and its length, is clothed upon with a history of its own.

And now that we have come into the marvelous day

of the automobile—rivalling, in the quick transportation of passengers, the very railroads which sent the stage coach to the scrap pile and the museum—the demand is insistent for more roads and better roads in every section of the commonwealth. In answer to this demand, the North Carolina State Highway Commission was created. It has undertaken a task that will soon put out of date our present road maps and has begun a new chapter in the highway history of the State. It is wise, therefore, to employ redoubled effort to gather up and preserve every scrap of history attaching to our roadways of the present and past, for as rapidly as the building of new roads proceeds, just so rapidly will all that is known of the older ones recede into the deepening dusk of days that are gone. A good work was begun when Dr. Archibald Henderson and his co-workers interested themselves in marking the old Daniel Boone trail; and some popular sketches in connection with the work of the State Highway Commission have appeared in the newspapers; but the real work should at the earliest practical date be undertaken in systematic and authoritative fashion, if not by the State Historical Commission, then certainly by some other competent agency.

III.

Meanwhile, a thorough systematic study of its roadways and their history is commended as a school project to every county and school unit in the State. The value of such work to the students and teachers who perform it and of the resulting information would be richly worth the best effort that could be put into such a task. Along with its schoolhouse-building, the whole State is getting into a campaign of road-building. Facts about the roads assume, therefore, an importance that should cause them to become as familiar as household words.

How many miles of public road in your county? How many different roads make up your county road system, and how long and of what character is each (graded, ungraded, macadamized, concrete-asphalt, sand-clay, etc)? When was the road first opened, and why was it located just where it is? What changes have been made in it since its beginning, and why? How much did its original construction cost? What churches, schools, mills, stores, or other objects of interest are on the road? What events of local or general interest have happened along the road? What

old roads have been discontinued and why? What road building materials are found in your county? What is the total amount your county has invested in roads? How much has it spent for the construction of roads in the last few, or five, or ten or more years? How much does your county spend annually for road maintenance? Which roads are under the care of your county and which have been taken over by the State? What new roads are now under construction and by what plan are they built and financed? What other roads and changes in roads are needed, and in what ways otherwise could your present county system be improved? What place does your county occupy in the State's road system?

These are some but by no means all of the questions that will suggest themselves to the resourceful teacher who adopts the study of roads as a school project. And as the State Highway Commission will be constantly amending the road map of North Carolina, it would not be amiss for the teacher to ask it for such road maps and other literature as may be available and useful for the study of the roads in the school project.

IV.

This entire train of reflections, it should be said in conclusion, was started by an account, which recently appeared in the daily press, of the removal of the old toll gates from the Lenoir and Blowing Rock turnpike. How much more or less than half a century these attentive gates had collected tribute from the wayfaring man and woman, this writer cannot tell, but perhaps Supt. Y. D. Moore of Caldwell county, or President B. B. Dougherty, of Boone, can. It is hoped that one of them, or both together, will tell in full the history of this widely known mountain highway. The celebration of the removal of the toll gates is thus described by Mr. James A. Robinson, writing as "Old Hurrygraph":

The knell of the toll gates on the Lenoir and Blowing Rock turnpike was tolled at midnight, Sunday, August 21. At the hour of 12 the bars were lifted for the last time and laid aside as some of the "has beens", never again to reach their fingers across the road to stop the traveler and exact pay for the passage, and liberty was proclaimed upon the highway. A thrill of joy, like a flash of lightning, circumambulated the Valley from Patterson to Blackstone. At the lower gate, as the hour of 12 struck, a party of happy Valleyites were there to participate in the freedom exercises. Jesse Greer cut the rope, and took it for a souvenir. Then Mr. and Mrs. Steel Greer, Misses Flora and Ruth Greer, Miss Lily Jones and Miss Sallie Dysart, took down the bar and will hold it as a souvenir. They then went a distance beyond and came back through the free opening, thus being the first to celebrate the liberty of the road, and at 12:15, Monday morning, they returned home, rejoicing in their early celebration of the first pass where they had been "tolled" so much and which is now the highway of freedom.

So the abolishment of the toll gates brings the travelers of this famous old turnpike to the end of an era, but it does not bring an end to the toll. That will now be collected through the avenues of public taxation; but this fact should not diminish our sympathetic gratulation with, any more than it diminished the fervor of, the jocund young ladies and gentlemen who so fittingly bethought themselves to celebrate a notable incident of far more than merely local import.

W. F. M.

CHANGES IN SUPERINTENDENTS

The following changes in city and county superintendents have taken place since the close of the last school year:

CHANGES IN CITY SUPERINTENDENTS

C. W. E. Pittman, Beaufort, succeeds G. H. Ferguson, who goes with the State Department of Public Instruction, Division of Negro Education.

W. S. Snipes, Dunn, succeeds J. B. Martin.

M. B. Andrews, Fayetteville, succeeds W. S. Snipes.

W. P. Grier, Gastonia, succeeds Joe S. Wray.

J. Gary Allen, Jonesboro, succeeds Walter McCannless.

Charles G. Smith, La Grange, succeeds Mrs. Carl M. Blankenship.

H. F. Srygley, Morganton, succeeds W. F. Wampler.

J. O. Bowman, Mount Olive, succeeds J. E. Redfern.

S. B. Underwood, Raleigh, succeeds Harry Howell.

J. O. Wood, Rutherfordton, succeeds Roy A. Marsh.

T. H. Franks, Smithfield, succeeds H. B. Marrow.

R. M. Gray, Statesville, succeeds D. Matt. Thompson.

CHANGES IN COUNTY SUPERINTENDENTS

C. H. Gryder, Hiddenite, Alexander County, succeeds A. F. Sharpe.

John M. Cheek, Sparta, Alleghany County, succeeds A. O. Joines.

F. L. Wells, Asheville, Buncombe County, succeeds Miss Ethel Terrell.

L. L. Stephens, Indianatown, Camden County, succeeds F. M. Eason.

M. L. Wright, Beaufort, Carteret County, succeeds L. B. Ennett.

R. A. Pope, Yanceyville, Caswell County, succeeds G. A. Anderson.

R. H. Bachman, Edenton, Chowan County, succeeds M. L. Wright.

Allen J. Bell, Hayesville, Clay County, succeeds T. C. Seroggs.

Harry M. Bowling, Chadbourne, Columbus County, succeeds F. T. Wooten.

John Carr, Durham, Durham County, succeeds Holland Holton.

B. P. Gentry, Lillington, Harnett County, succeeds R. G. Fitzgerald.

A. C. Reynolds, Waynesville, Haywood County, succeeds R. A. Sentelle.

R. G. Anders, Hendersonville, Henderson County, succeeds W. S. Shille.

W. P. Hawfield, Raeford, Hoke County, succeeds G. O. Rogers.

Jason Deyton, Bakersville, Mitchell County, succeeds D. W. Greene.

R. G. Fitzgerald, Greenville, Pitt County, succeeds S. B. Underwood.

N. E. Wright, Bryson City, Swain County, succeeds J. M. Smiley.

When changing your address, notify the publisher of NORTH CAROLINA EDUCATION promptly, giving the old as well as the new address. And always say with what month the change should begin.

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PITH AND PARAGRAPH

Every county and city should organize Reading Circle courses for teachers. The State Department of Education will give assistance, but superintendents hereafter must be responsible for the work.

Know your community! This should be the creed of every teacher. Study the people as well as the children. How can a teacher serve the community for eight or nine months without knowing the people?

The summer schools are closing. About 10,000 teachers attended summer school from six to twelve weeks. If the teachers continue to show such progress, North Carolina will soon have enough prepared teachers to fill all the schools.

County fairs are good educational agencies, and the school should cooperate heartily in the attempt to make them a success. A generous rivalry in promoting community progress is a powerful incentive for personal and community growth.

The colleges of the State are to be commended for their fine spirit of cooperation in providing the best summer school program that the State has ever had. With such hearty cooperation of the educational forces there is nothing ahead but progress and nothing behind but achievement.

The high schools should be improved. With the assistance of the Department of Education of the colleges much improvement should be noted at the end of the next year. Superintendents, principals and teachers, should use as often as possible the Professor of Education, who has kindly consented to aid in the improvement of the high schools.

Wilmington did a fine thing in pensioning Miss Adelaide Mears and Mrs. Mary E. Cook, two teachers who have taught the youth of that city for more than a generation. This is a deserving reward for very long and faithful service. Every city and county in the State should provide for the faithful teachers after they have spent a lifetime in instructing the youth of the State.

Mr. Superintendent, what plans have you perfected for the progress of your teachers? If you have none it would be advisable for you to communicate with the Department of Teacher Training and secure some assistance. The professional direction of the teachers during the school year is in your hands. They are looking to you for professional guidance. They should not be disappointed.

There have been many changes in the personnel of the superintendents since the close of the last school year. Taking it all in all there has been a great improvement and they are taking charge of the education of the children with a degree of enthusiasm that is encouraging. The schools of the State will progress just as fast as the principals and superintendents improve their professional standing.

SELECT YOUR READING CIRCLE BOOKS NOW

The task of making up a reading circle course for his teachers and of selecting the books to be studied now belongs to the county or city superintendent. Much greater flexibility is thus lent to this work, with the changes much increased that the studies will be invested with more interest, and result in more real benefit, than heretofore.

The new plan, which contains a multiple list of books from which the superintendents may make selections for their course of study, is fully explained by Supt. E. C. Brooks in this number of NORTH CAROLINA EDUCATION, of which a copy is sent to every county and city superintendent in the State. An attentive perusal of this article on the Reading Circle for 1921-22 is urged upon every superintendent. The reason will then appear for what the Editor wishes to impress upon each one, namely: *the necessity for immediate action in mapping out the course of study and of selecting the books to be used.*

NORTH CAROLINA EDUCATION desires to render the greatest possible service to all superintendents and teachers in their Reading Circle work this year, and in order that we may have the needed material in the October issue it is imperative that the books be selected and the course outlined certainly by September 20. *Please attend to this important matter immediately.*

BETTER INSPECTION OF HIGH SCHOOLS

The high schools of the State are rightly demanding more helpful supervision and a closer inspection of the high school work of the State. It has been apparent that one man cannot give all the assistance that the high schools need and are demanding.

In order to provide for better supervision, therefore, the State Department of Education has requested the Department of Education of the several colleges of the State to cooperate in such a way as to give better supervision of the high schools. The responses from the colleges are what might have been expected. They are unanimous in offering their assistance and in devoting as much time as their duties will permit. The State Department, therefore, will divide the State into districts and turn the supervision of the high schools of each district over to the Department of Education most conveniently located. They will work under the direction of the State Department of Education, which has authority to pay their expenses. In this way it is expected that every institution in the State that is attempting to give high school instruction will receive such assistance as will insure better guidance in the secondary field.

The county superintendents should welcome this assistance and should provide for the transportation of the representatives of the colleges after they reach the county. If this is done the expense fund that the State Department of Education has will be sufficient to give much closer supervision and will at the same time give to the Department of Education that practical experience which will be of great benefit in the training of high school teachers in the colleges.

E. C. B.

A GREAT MOTHER AND TEACHER PASSES

Mrs. Bettie V. Wright, of Sampson County, who died August 7, was a great woman. She will live in memory's hall of fame as one of a class of great teachers, who in the past generation was responsible for keeping the fires of learning alive and for preserving the foundation of the State's educational system.

Mrs. Wright was one of the most energetic and intellectual women of her generation. For years she had a preparatory school at her home near Coharie, that was attended by boys and girls, not only from North Carolina but from other Southern States. She not only instructed her own children but many of the State's leading men. She was the kind that taught powerfully through her own strong personality and her impress on the students of her school was such as to make them outstanding figures in their generation.

The success of her own children is sufficient evidence of her great worth. One son, Dr. Robert H.

Wright, is President of the East Carolina Training School; another son, Mr. Isaac Wright, is a prominent lawyer of Wilmington; another, Mr. Vaiden Wright, is a successful civil engineer of Lauren, Mississippi; another is Dr. John B. Wright, of the firm of Lewis, Battle and Wright of Raleigh; and another is William Wright, one of Sampson County's successful farmers.

Her daughters were strong in their enthusiasm for the education of the youth of this State. They are Mrs. L. R. Wilson, Chapel Hill, N. C., Mrs. H. B. Smith, Superintendent of Public Schools of Newbern, N. C., Mrs. George Thomas, New York, N. Y., and the late Mrs. A. A. Kent, Lenoir, N. C.

Such a woman has few equals in this day and generation.

E. C. B.

PLAN YOUR WORK IN HISTORY THIS YEAR

Whatever else in this number of NORTH CAROLINA EDUCATION they may give only a casual reading, the teachers of history, no matter in what grade, should not fail to give very thoughtful attention to what Dr. Wm. T. Laprade says about the use of textbooks in the teaching of history and civics. After the tool studies have been mastered, it may well be questioned whether in the entire school curriculum there are any other subjects more important than these two. In so far as history is an account in the large of the dealings of men with one another and civics is concerned with the governmental and social mechanism under which these dealings may best be directed for the good of all, these subjects acquire an ethical aspect which insists, with almost moral compulsion, that the dominant aim of teaching and studying them should be, as Dr. Laprade states it, the preparation of the pupils for their duties as members of the social community, the word social being taken in its more inclusive sense. Good citizenship being, as one writer puts it, "an affair both of the head and the heart," it follows that training in citizenship must quicken the conscience as well as inform the mind."

A splendid field is thus presented by the course in history and civics for the exercise of the teacher's resourcefulness, ingenuity, and real instructional power. Nowhere else in the curriculum is there to be found a finer opportunity to win for both teacher and taught those large rewards which come in the form of abundant and durable satisfactions in after life.

Those of our readers who are teachers of history and sensible of the responsibilities imposed by their position will not fail to follow closely and with profit the series of articles by Dr. Wm. T. Laprade, of Trinity College, on the general topic of planning work in history and civics, of which the first in the series appears in this (September) number on "The Use

of Textbooks in History and Civics". The Editor's earnest desire and hope is that a very large number of them will plan their work this year in the light of Dr. Laprade's discussions, and from time to time sit at round-table with him as the discussions proceed.

W. F. M.

PROGRESS OF THE TEACHERS

When the school year of 1919-20 closed, the reports showed that 15,993 teachers had been employed for that year. But 8,592 or 53 per cent were unable to meet the requirements for the lowest State certificate, which is graduation from a standard high school and six weeks of professional training.

Since that time considerable changes have taken place. Patrons recognized that teachers unable to secure the lowest State certificate were incompetent to perform the desired services. Therefore, they preferred not to employ them. They desired so far as possible to secure the best and it was evident that those who held the Elementary or the higher standard certificates were considered the best teachers. As a result many counties and practically all cities and towns refused to employ teachers who were unable to secure the State certificate. The effect has been most far reaching and most gratifying.

At the close of the school year, 1920-21, the total number of teachers employed was 17,523, an increase over the previous year of 1,530. But the number of unprepared and untrained teachers was reduced to 7,382 or 42½% of the entire teaching profession. Within one year the number of unprepared and untrained teachers was reduced about 13 per cent, although the total number of teachers employed was increased about 10 per cent.

In 1919-20 the number of teachers holding State certificates was 7,491, but in 1920-21 the number was 10,141, showing an increase in one year of 35 per cent. Many of the teachers have improved their standing by attending summer schools and high schools. A most creditable showing, however, is to be found in the increase of the teachers holding the highest standard certificates; that is, as much as two years of college training or its equivalent. In 1919-20 the number of this class of teachers was 2,368, but at the close of the past year, 1920-21, the number of teachers of this class was 4,367, or an increase of 85 per cent.

More children have attended school during the past year than ever before and more good teachers and fewer poor teachers have been employed than ever before. If North Carolina continues to progress at this rate it is reasonable to say that within a few years our State will have prepared teachers for every school.

The summer schools are contributing very largely to this progress. During the summer of 1920, 7,000 teachers attended summer school from six to twelve weeks. But the estimate for this summer is far in excess of the above figures. From present indications the number will reach at least 10,000. This is the finest evidence we have that the teachers intend to improve themselves and that the people demand the best and are willing to pay the price. E. C. B.

THE PUBLIC SCHOOL AND THE CHURCHES

There should be a closer cooperation between the public school and the church. Both are necessary in the education of the child. It is very evident that wherever there is a conflict between the two the child suffers, and wherever there is harmony, the child profits. Owing to the presence of a number of different denominations in the same State the public school cannot give religious instruction that would be acceptable to the whole State. Therefore, to avoid religious dissension the public schools are prohibited from teaching formal religion. However, there is a great need for a closer cooperation between the public school and the church. Many States have worked at this problem and have reached some tentative understanding by which there may be a harmonious relationship between these two great educational forces.

It is encouraging that the schools of North Carolina are also concerned about this great question and are attempting to reach some solution. The schools of Kinston are seeking to cooperate with the churches in such a way that each denomination will assume the responsibility of giving definite religious instruction for which the school will give credit. Perhaps the schools of Durham were the first to move in this direction.

In order to bring about a close association between the public school system and the Sunday or Church schools of the city in promoting serious Bible study, the Durham High School offers high school credit for Bible study done in the Sunday or Church schools under the following conditions:

Classes must be taught by teachers who will secure teachers' certificates from some recognized training school within one year from time application for credit is made.

Courses of study must be submitted in advance to the high school principal for approval, the high school principal will pass upon same only for purpose of evaluating work as to elements of time and content.

Classes must be so organized that the recitation periods, exclusive of opening and closing exercises, will be at least forty minutes in length.

Classes must be open at all times to visitation by the high school principal or by some one appointed by him.

Monthly report on pupils' work must be made to the high school principal on forms to be supplied by him.

The credit given will be one high school unit for four years' work, 45 lessons to the year if recitation periods are forty minutes in length, 40 lessons to the year if the recitation periods are forty-five minutes in length, thirty-six lessons to the year if the recitation periods are fifty minutes in length. One quarter of a unit will be given for one year's work, one half a unit for two years' work, three-quarters of a unit for three years' work. The unit given is equivalent to one-fourth of a high school year's work and will be counted towards graduation just as a unit in any study pursued in the high school building under any high school teacher.

The above proposition has been unanimously accepted by the members of the Durham City Ministerial Association. E. C. B.

State School News

SCHOOL NEWS BRIEFS

The corner stone of the new school building at East Spenceer was laid Friday May 27 with ceremonies in charge of the local Masonic lodge.

The public school house at Foscoe in Watauga County was burned early Tuesday morning, August 16. An element of tragedy is lent to the incident by the suspicion of some that it was set on fire as a result of a feud among some of the patrons.

The county commissioners of Robeson were asked by the board of education for a school tax levy of 43 cents on the \$100 and levied only 40 cents. The board of education then requested an additional levy of three cents and instructed their attorney to bring suit if the commissioners refused to make the levy.

Prof. John McLeod, a graduate of Elise high school and an honor man of Davidson, has been elected principal of the Elise high school, the Presbyterian institution located at Hemp, in the northern part of Moore county. Improvements were made in the buildings during the summer.

Two heavy motor trucks will be used this fall to convey the children to school in the lower part of Lenoir county. They will operate in the vicinity of Pink Hill, which is to be the center of a consolidated district made up of four or more districts of the old type. Four round trips will be made daily, two in the morning and two in the afternoon.

The Caswell Training School at Kinston will have quarters for several hundred patients when the new dormitories and dining hall are completed. The work will not be finished for some months. Plans for the first unit of the institution, which will require additional buildings before the capacity is reached, call for accommodations for 1,000 children.

The Wake county board of education has adopted a salary scale providing that special tax districts may make increases not to exceed 25 per cent over the salary scale adopted by the State. However, such increases must be uniform throughout any one district. The action was taken on recommendation of the school committeemen of the county.

The book and art section of The New York Times for August 28 contains a scene from the campus of the University of North Carolina. The picture is softly toned and shows in the background one of the more recent buildings and in the foreground clumps of shrubbery, and winding walks, and many leafy trees with a walkway following between their ranks until it is lost in the shadowy depths. "View of the Campus of One

of the Oldest of the Southern Colleges", is the legend under the picture.

The board of education of Alamance county has published a summary of the school tax money that is to be spent in the county for the year 1921-22, together with some vital facts concerning the educational system of the county. The report showed that the average salary for the school teachers in the city schools is \$679.92 for six months term. The salary for the rural school teachers will be \$416.96 for six months term.

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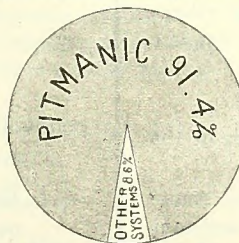
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North Carolina Teachers at Columbia University Summer School

A dispatch from New York dated Aug. 7, gave the following list of teachers from North Carolina in attendance at the summer school of Columbia University:

Mr. and Mrs. M. O. Fletcher, Washington; M. B. Dry, Cary; Miss Meleth Frazier, Winston-Salem; Wesley Taylor, Lenoir; Miss Helen Stell, Lenoir; C. A. Boseman, Enfield; Fred W. Morrison, Spencer; W. B. Covington, Ayden; W. A. Yonng, Linwood; Pearl Setzer, Hickory; Mary Bradley, Gastonia; Katherine McLean, Gastonia; Fronde Kennedy, Durham; Loyd B. Hathaway, Hobbsville; Martha Blake, Monroe; Annie Mae Ashcraft, Monroe; Joe Avni, Raleigh; R. R. Hollysweet, Raleigh; Mrs. R. F. J. Johnson, High Point; C. M. Campbell, Jr., Winston-Salem; O. A. Hamilton, Goldsboro; J. F. Stanback, Raleigh; Mary D. Summerbell, China Grove; J. Claudius Peele, Elon College; Mary K. Brown, Albemarle; Nettie S. Tiller, Durham; Mary I. Shamburger, Star; Burton Sears, Apex; B. M. Blount, Washington; Olive Reid, Gastonia; Rev. Robert E. Guiblin, Wilmington; Laura A. Killet, Raleigh; Jane Summerbell, China Grove; Mamie Lee Avent, Raleigh; U. S. Alexander, Charlotte; Bessie Stacy, Ruffin; Evelyn Eubank, Newport; Benlah Bailey, Kenly; F. N. Edgerton, Jr., Louisburg; Ruth Coble, Guilford College; D. V. Carter, Liberty; Julia Witherington, Tnscearora; Geo. A. Watson, Enfield; Horace Nevis, Mt. Holly; Mary E. Cameron, Wilmington; Jessie Eubank, Newport; Carrye J. Mauney, Bessemer City; M. J. Zarite, Wilmington, Embra Morton, Rocky Mount; Weaver Marr, High Point.

To which list should be added: Frank L. Wells, recently elected superintendent of the Asheville schools, and three members of Mars Hill College faculty, Nona Moore (French), Cornelius Howell, (History), and Benlah Bowden (Art).

And we know not how many others. We should be glad to publish a complete list.

Assistant Secretary and Director of the Library Commission

Resigning as Chairman, Miss Annie F. Petty was recently elected assistant secretary and director of the North Carolina Library Commission and accepted the position. Her new duties will begin September 15. Dr. Charles Lee Smith was elected chairman of the commission in Miss Petty's place, and Dr. E. C. Brooks, vice-chairman.

Miss Petty has been a member of the commission for four years, and is chairman since December, 1919. A graduate

of Drexel Library School, she has for several years been a leader in her field in North Carolina, and is thoroughly acquainted with library conditions in the State. She was formerly librarian of the N. C. College for Women in Greensboro, a position which she resigned last June.

Mr. J. P. Breedlove, librarian of Trinity College, was elected to fill Miss Petty's unexpired term as a member of the commission.

Members of the commission present at yesterday's meeting were: Dr. Chas. Lee Smith, Miss Carrie L. Broughton, Dr. E. C. Brooks and Mr. A. M. Scales.

Miss Mary B. Palmer is secretary and director and Miss Petty now assistant secretary and director.

The Whitsett School

Prof. D. R. McIver, lately principal of the Glendon School, is the new principal of Whitsett School, which opens Sep. 12 in a new brick building costing over \$20,000. The friends of the school declined the bid of \$38,000 by the contractors and put up the building themselves, freely giving much of their own time and labor. It will be remembered that Whitsett Institute for thirty-one years conducted by Dr. W. T. Whitsett, was a noted preparatory school. Its main building was destroyed by fire three years ago and has not been rebuilt.

The Whitsett School now teaches domestic science, has a good auditorium 42 by 65 feet with a good stage. It also has excellent athletic grounds and good teams in baseball and basket ball.

The buildings and grounds were planned upon a scale to take care of the consolidation of contiguous districts likely to take place in the not distant future.

Mr. W. C. Stroud Principal at Warrenton

The trustees of Warrenton high school have engaged the services of Mr. W. C. Stroud as principal of Warrenton high school for the session 1921-22. He is a native of Chatham county. Graduating from Trinity College, class of 1916, where he specialized in English, he entered the teaching profession by accepting the principalship of Bethania high school, teaching in that place two years. In 1918 he entered the service of the United States government, was commissioned ensign and assigned to duty in the seamanship department of the United States Naval Academy.

He re-entered the teaching profession as principal of Parmele high school for the year 1919-20. In 1920 he was elected superintendent of the Carthage graded school.

High Point School Named for Its Teacher

The city school board of High Point has selected "The Emma Blair School" as the name for the new educational institution recently established on Russell street. It is a grammar school and is named after Miss Emma Blair, of High Point, who has been teaching in the public schools of the city for many years, and is now principal of the Russell Street school.

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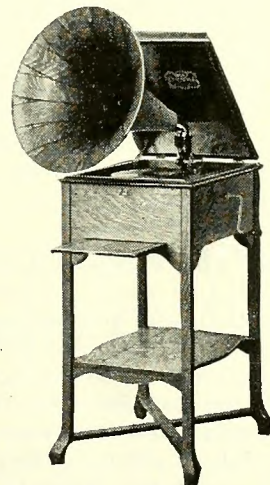
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Mr. R. W. Isley, Superintendent at Snow Hill

Robert W. Isley, of Liberty, has accepted the superintendency of the new \$100,000 school at Snow Hill. The Snow Hill board feels it has selected an excellent school man. Mr. Isley is a graduate of the University of North Carolina, class of 1913, and has had four years' experience as high school principal and four years' experience as county superintendent of public instruction. For the past summer, Mr. Isley has been director of a successful summer school at Southport. The board plans to make the new school standard in every particular.

Good Work in Vocational School

At the Spring Hill high school in Alamance county eighteen pupils did the required work in vocational agriculture during the school year of 1919-20. Records show that these 18 pupils received from their projects for the year a total income of \$832.77, or an average income of \$46.26 per pupil. For each dollar that the community and county spent in giving the agricultural instruction in this school there was a return from the pupils' projects of \$2.10.

New Principal at Nebo

Mr. H. M. Rowland, of Jefferson City, Tenn., a native of Yancey county, has been elected principal of the Nebo high school for the coming year. Mr. Rowland is a graduate of Wake Forest College and a young man of several years of school experience as teacher and principal.

Apex Adds Vocational Agriculture

The graded school at Apex opened September 5 with an enrollment of 299 students and thirteen teachers. A building for the vocational agricultural department has just been completed. Mr. Norman Alexander, a graduate of State College, will be in charge of this course. Apex also enjoys the distinction of being one of the few towns in the State that has an up-to-date teachers' home.

Mr. J. T. Jerome, New Superintendent in Wayne

Goldsboro, Sept. 5.—Prof. J. T. Jerome a teacher of State-wide reputation and well known Sunday school worker, has been elected school superintendent of Wayne county to fill the vacancy caused recently by the resignation of Superintendent A. M. Proctor. Prof. Jerome is well known throughout the county and at one time resided at Fremont.

Mrs. Clarence Johnson, Commissioner of Public Welfare

At a meeting in Greensboro in July, the State Board of Charities and Public Welfare elected Mrs. Clarence Johnson, of Raleigh, Commissioner of Public Welfare to succeed Mrs. Roland F. Beasley. For the past two years Mrs. Johnson has been Director of Child Welfare, an important position in the office of which she is now at the head. In this work she demonstrated her ability and resourcefulness in an unmis-

takable way, and it is not strange that she was the unanimous choice of the board.

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Schools at Kinston Much Congested

Kinston, Sept. 5—More than 500 youngsters here today constituted the overflow from the city schools. Every one will get a desk for the fall and winter by sharing some other pupil's. The double shift system in effect during the past two or three years was more necessary at the opening today than ever. Without having sifted through the congestion entirely, the school officials estimated that the average attendance this term will be 2,000 or better. It was nearly 1,900 last term.

Kinston will vote shortly on a bond issue for school enlargements. The school board asks \$500,000, having modified its request for \$900,000, which was to have been the sum voted upon had not the business depression stayed the presentation of the proposition to the voters. An influential element demands that the \$500,000 be cut to \$150,000, and this is now being debated. Advocates of the smaller sum say a \$500,000 issue now would be defeated inevitably. The board's proposition for \$500,000 will be voted on October 4 unless the members reconsider shortly.

Wake County Welfare Officer Resigns

Wake County Commissioners have accepted the resignation of Rev. R. N. Childress as county welfare officer and appointed a committee to investigate the selection of a successor.

Mr. Childress has served about two years as welfare officer in Wake Coun-

ty. He tendered his resignation in order to continue his ministerial studies at the Southern Baptist Theological Seminary at Louisville, Ky.

When Mr. Childress was recently re-elected as superintendent of public welfare, women's organizations in Raleigh put forward Mrs. Kemp Neal for the office and made a determined fight for her election. The board re-elected Mr. Childress. It is now believed that the fight for Mrs. Neal will be renewed with indications pointing to her election.

Mr. A. M. Proctor, county superintendent of schools in Wayne county, has resigned the office, to take effect Sep. 15. He has been awarded a special scholarship on merit in Columbia University by the State Board of Education, which he has accepted.

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How Rockingham County Spends Its Tax Money

A dispatch from Reidsville makes the observation that the average citizen pays road and school taxes more cheerfully than any other tax. The only thing average taxpayers want assurance of is that the money is wisely spent and with no waste.

Rockingham county is spending nearly \$280,000.00 per year on roads and schools against \$21,000 for all other county expenses. The total amount of county taxes collected annually is now around \$300,000. Only 7 per cent of this tax money is used for salaries, court costs, county home, etc.; the other 93 per cent pays interest on road bonds, road up-keep and schools. Of the 59 cents on the \$100 collected in taxes in this county the schools get 28 cents in addition to all forfeitures, fines and costs of recorders' courts.

The Oldest Town Proud of Its Modern Building

The first real consolidated school building to be built in Beaufort county is nearing completion at Bath, the oldest town in North Carolina. This is a modern school building of six rooms and is said to be the best in the county. It will cost about \$25,000, but was erected at cost by T. A. Brooks, a prominent Bath merchant, who took the contract in order that his home town might have a good school building. The people of that section are proud of their new building.

New Principal at Oxford

Oxford, June 14.—Mr. W. W. Barnhart, who has been superintendent of Clarksville graded schools for seven years, has been elected principal of the Oxford high school. Mr. Barnhart is a graduate of Randolph-Macon and comes to Oxford with the highest recommendations from school authorities. Mrs. Barnhart has accepted a position as teacher in the junior high school.

Oxford's new high school building is expected to be ready for occupancy by

September 15. It is accounted one of the handsomest and most modern school buildings in the state.

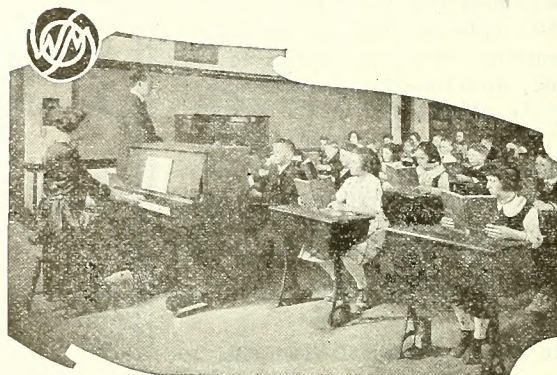
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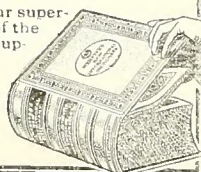
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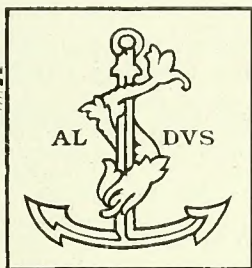
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Kinston to Give Credit for Bible Study

A dispatch from Kinston August 5, says that the giving of credits in the Kinston high school for students' work in the Bible schools of the city sets a precedent, at least in this part of the country. Ministers state that the idea was introduced at a State Sunday school convention and that its adoption here will be its initial try-out so far as they know. The local plan differs in some respects from the one proposed at the convention.

Students will be given one high school unit for four years' work in the Sunday schools. This will be based upon a minimum of study of 45 lessons of 40 minutes' duration, or an equivalent, the lessons to conform to the public schools standard and to be graded as to time and content by the educational authorities.

School Trucks in Camden

Motor truck transportation for school children has proved entirely satisfactory in Camden county, according to L. S. Walston, a member of the committee of Shiloh school, a progressive six-teacher school in lower Camden county.

Two trucks were put into operation at the beginning of the last session, and were used throughout the term under all sorts of road and weather conditions. Heavy bodies, built locally, were used, and carried from 32 to 43 children at each load, and pupils living as far as three miles from the school were transported back and forth without difficulty.

The board of aldermen of Rocky Mount in July elected Mrs. T. S. McDearman a member of the city school board.

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Benson Regrets to Lose Prof. Wells

Benson, July 29.—With the acceptance by Prof. Frank L. Wells of the superintendency of the Buncombe county schools, Benson loses probably the strongest superintendent who has ever been in charge of the schools here. And the loss is as much Johnston county's as Benson's. Professor Wells is a native of Buncombe and has taught for a number of years in that city. He is now at Columbia University and will enter upon his new duties as soon as his summer school course ends there. Professor Wells is just the type of man the South needs today—a man of vision and a man with ability to put his theories into practice and to push them to a successful conclusion.

A Fine Opportunity to Help Poor Boys

In this beautiful setting [Happy Valley on the Yadkin in Caldwell county] is the Patterson Farm School for mountain boys. The faculty for the 12th annual session of this school, which is doing such a splendid work in this section of the State for poor boys, and which opens on August 30, has been selected. It is one of strong, capable young instructors, and the standard of the school will be greatly raised. Mr. J. R. Johnson, of Gastonia, will have charge

of the higher grades, and Mr. L. F. Kent, of Pennsylvania, but more recently of St. Augustine, Fla., will teach the elementary grades. The third instructor will be selected later.

The new \$1,200 Gard dormitory is nearing completion, and will be one of the handsomest and best equipped school buildings in the State. As the expenses of the school are of an eleemosynary na-

ture, there is a fine opportunity for the friends of education to furnish twelve rooms in this new building in keeping with its structure. Already several ladies and gentlemen have contributed funds for this purpose; \$103 gives a room the necessary furnishings for the use of four boys.—Old Horrygraph (J. A. Robinson, of Durham) in News and Observer of August 28, 1921.

Unprecedented Demand for Teachers' Book CHILDREN'S LITERATURE

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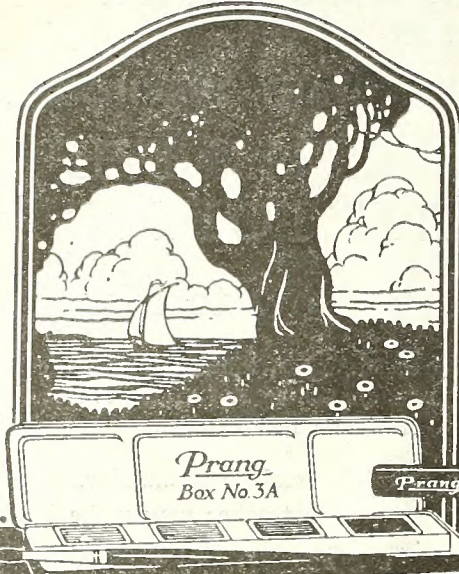
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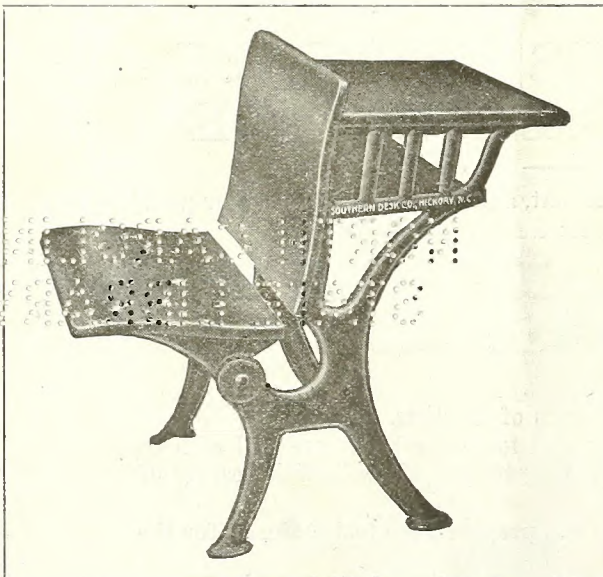
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XVI. No. 2

RALEIGH, N. C., OCTOBER, 1921

Price: \$1.50 a Year

With Pipe and Flute

By Austin Dobson

Note by the Editor—It is with a sense of satisfaction not enjoyed every day that we are privileged to print in this number the article by Miss Susan Fulghum on "Teaching Poetry in the Grades" and to announce another on the same subject for next month. Her entire exposition of method, with its finely conceived opening paragraph, is commended to every teacher, of whatever grade, who may happen to be among our readers, in the hope that all may so use it that to their pupils "a gateway is opened to the Courts of Song". It is the need for just the teaching of poetry suggested by Miss Fulghum that makes timely a reprint of this tuneful rondeau by the late Austin Dobson—W. F. M.

*With pipe and flute the rustic Pan
Of old made music sweet for man;
And wonder hushed the warbling bird,
And closer drew the calm-eyed herd,—
The rolling river stowlier ran.*

*Ah! would,—ah! would, a little span
Some air of Arcady could fan
This age of ours, too seldom stirred
With pipe and flute!*

*But now for gold we plot and plan;
And from Beersheba unto Dan,
Apollo's self might pass unheard,
Or find the night-jar's note preferred;—
Not so it fared, when time began
With pipe and flute!*

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RALEIGH, N. C., OCTOBER, 1921

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COUNTY GOVERNMENT AND PUBLIC EDUCATION

By E. C. Brooks, State Superintendent of Public Instruction

The continued growth of our public school system depends upon efficient county government. It is a fact easily demonstrated that in those counties which have had the benefits of good, progressive government for several years the public school system, as a rule, is better organized and more efficiently administered than in counties poorly governed. The cause is not hard to discover.

The county is the unit of self government. The relation of the State to it is one of supervision and assistance. The county is likewise the unit of educational administration and the relation of the State to the public school system is one of supervision and assistance. The board of county commissioners is the governing body of the county and to this body the public schools must likewise look for support. Therefore, since the unit of government and of educational administration are one and the same whatever affects general county government will also affect the public school system, and frequently defects in the latter are easily traceable to the same defects that run through the whole county government.

The counties are not able to govern themselves and promote the progress of the people without State supervision and assistance. However, the State through a failure to exercise proper supervision encourages carelessness and waste in the collection and expenditure of public funds. Such defects inevitably breed discontent and suspicion among the people. This is true whether this neglect relates to the administration of justice, the building of roads, the development of our natural resources or the education of the youth.

It is my purpose to specify wherein county government is defective and suggest certain remedies.

Defects in County Government Studied

The State Department of Education has made a study of county government in several counties with special reference to collecting and expending public funds. We were led to this study by observing certain facts while administering the State Public School Fund for the year 1919-20.

One county reported that all but about 2 per cent of the gross amount of the taxes were collected. It was easy to see that the law was observed strictly in the expenditure of the funds. This county is well governed. Another county not many miles away showed a loss of about 15 per cent and it was difficult to tell whether the public schools had to their credit a surplus or a deficit. However, it was certain that this county was each year running behind, and many of its accounts were unpaid. If these two counties receive support from the State according to their

apparent needs, the county that is least efficient in government would be benefited most from State support.

You will please keep in mind that this body was made not at the close of the school year 1920-21, but at the close of the year 1919-20, the most prosperous year in our history, and a year in which it was comparatively easy to collect taxes.

Some Serious Defects Specified

1. The county officials in many counties do not know the cost of county government. They do not know the size of the bonded indebtedness nor the cost of the several departments. As a result, they do not know what tax rates to levy to meet the full legitimate expenses of the county. As a rule, they are pledged to keep taxes down. Therefore, the authorities try to curtail expenses without really knowing the financial condition of the county or how to economize.

2. The number of delinquent tax payers in many counties is entirely too large. The leakage here is great, and it is almost entirely attributable to poor government. As a result, it becomes necessary for the officials to increase the tax rates in order to provide for a shortage that is partly inexcusable. Good government in this respect would result in a saving of public funds, and at the same time it would increase the rate of progress.

3. The fines imposed by magistrates and the fines, forfeitures and penalties of the towns and counties are not always properly accounted for and applied in accordance with law.

4. The funds collected are not segregated in accordance with law. Some departments, as a result, run far short of their legitimate needs, while others receive more than their share of the funds. Therefore, it becomes necessary to borrow for some departments because of extravagance or liberal expenditure in other departments. Such unbusiness like methods will cause an increase in the bonded indebtedness or the taxes for the succeeding year must be raised to meet the deficit.

5. The special local taxes in many counties are not properly levied, collected and disbursed. The people have a fine enthusiasm for voting local taxes for the improvement of roads and schools. This enthusiasm should not be destroyed because of carelessness and inefficiency in handling local funds. In some counties it was impossible for us to find any record of the local taxes levied, the amount of money collected and how it was expended. Moreover, we have positive evidence that some of the larger tax payers escaped this tax altogether. For example; in

one local tax district the Postal Telegraph Company, the Pullman Company, the American Telephone Company, the Southern Bell Telephone Company and the Western Union Telegraph Company, all were entitled to pay taxes but neither had paid a cent of taxes in some years. They were not even on the tax books. This, of course, was pure carelessness. But the rate of taxes had to be increased because of this carelessness.

6. Finally it is very evident that in most counties there is not enough unity of management to fix responsibility and insure efficiency. In certain counties the officials begged us to show them how to organize the business so that the people's money might be safeguarded. This is an example of ignorance patheticallly calling for expert State supervision.

In pointing out these defects we are not giving many people of the State anything new or sensational. The number of letters received and the newspaper comments since I first called attention publicly to them are sufficient evidence that these defects have been known for sometime by numbers of people in counties where they exist. Therefore, we should be considering seriously effective remedies and should act vigorously and promptly.

What is the Remedy?

The first step to take, it seems to me, is to arouse the public conscience through publicity that will cause the people to demand better government. What do you suppose would be the effect on the people of many counties if the exact condition of the business were published in detail in this week's papers and in terms that the people could understand? Perhaps it would be better not to go into details until the officials have had time to get their affairs straight. But they must be made straight or the people will become disgusted and cease to support the progressive measures that are now registering a new era in the State. The people should know who are excused from paying taxes and how every dollar of the money has been spent. The best government is now found in those counties whose accounts are well audited and published periodically. County auditors have given business-like methods to many counties and saved the people thousands of dollars, and given them confidence in the business management.

In the second place, State supervision should be sufficient to protect the public, and to unify county management so as to avoid the multiplication of independent officials. The State bank examiner closes a bank as soon as it reaches the danger line. County officials should be required to meet a similar standard of safety. A system of audits that will exhibit these defects should be uniform and made under some responsible head like the State Auditor. Moreover, whenever it is made to appear that county officials are incompetent and are failing to meet a given standard of efficiency, they should be removed and temporary appointments should be made by some responsible county authority until the people have a chance to elect their successors. New and inexperienced of-

ficials should be given a reasonable time in which to qualify for their duties and the State should give them all the help possible. But they should qualify. It is unfair to a sheriff, for example, for the commissioners to allow his books to run from year to year without a complete settlement, as is sometimes the case, and then after he becomes hopelessly involved due to a failure to settle annually, his whole career is destroyed and his personal fortunes wrecked as a result. In one county a sheriff, owing to poor bookkeeping, overpaid his accounts by more than a thousand dollars and he was wholly ignorant of the mistake until his attention was called to it. He had settled for the dog tax twice. The State owes it to the individual and to the public to see that both are protected from incompetent officials.

Finally our high schools, colleges and university should give specific instruction in local self-government. They do teach the history and the forms of government, but students receive too little instruction in local self government. There will be perhaps 40,000 pupils enrolled in the high schools and 15,000 enrolled in our higher institutions this year. These within a few years will be the State's leaders, and yet they receive too little instruction in the greatest lesson that an individual or a group of individuals ever learned—namely, how to govern properly.

What is good government among students, and how can they be taught to govern themselves properly? How they can be led to detect weaknesses and defects in government?

What is a well governed town or county and where can it be found? Is the county or city government in which the institution is located well governed? What are its defects? Are the public funds safeguarded and wisely spent? If our colleges and university would give special attention to local government and fifteen thousand students were taught annually to know what is good county or city government, they would be, within a few years, the strongest factors in preserving local self government and in checking the drift toward centralization of power in the State and the nation.

The very first word in education should be government—self government, respect for law and order, and how to cooperate in producing a self governing people. We have groups of people organizing into quasi governmental bodies—manufacturers, commercial institutions, laborers, farmers, professional men and women. This tendency to organize for local self government is a natural social instinct. But the inclination of some is to elevate the rule of their organization above the law of the county or the State. This is perilously near sovietism. The county and the State should rise above all, and all should cooperate to this end. The spirit of democracy can not thrive in any other way.

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FOREGLEAMS OF THE TEACHERS' ASSEMBLY IN RALEIGH, NOVEMBER 23-25

By the Department Heads

From the presidents of the different departments of the North Carolina Teachers' Assembly, President R. H. Latham sends to NORTH CAROLINA EDUCATION and its readers the subjoined messages of interest to the members of their respective divisions.

TO THE ASSOCIATION OF COUNTY SUPER- INTENDENTS

By E. C. Brooks, President, Raleigh, N. C.

We should have a full attendance of all county superintendents and supervisors at the next Teachers' Assembly. The department of county superintendents will seek to bring out a full discussion of the business administration of the county's work. We have begun an auditing system which should be very helpful in keeping the receipts and the expenditures of the public school fund. It should be so simple that any man in the county may understand it. We must keep up with the funds belonging to the special local tax districts. We desire to have this subject thoroughly discussed at the next Teachers' Assembly. A discussion of the finances will lead us, of course, to the November budget.

The number of counties having supervisors of rural schools is increasing rapidly. This was one of the strong features of the last Teachers' Assembly and it is our purpose to make it equally as strong, if not stronger, this year. We desire to know what has been accomplished and why supervision is necessary. Can the supervisors justify the expenses of this department? I am sure they can, and it shall be our purpose to make this discussion contribute to this question.

What progress has been made in consolidating districts, in organizing high schools for the rural districts, and in providing adequate school buildings? We expect to have on exhibition the latest plans for school buildings and to allow time for inspection and discussion.

We are concerned about the standing of the teachers in the several counties. What progress has been made in eliminating the unprepared teacher and in providing better teachers for the forgotten sections of the rural districts?

We desire a discussion of the community service and the moving picture. It is our desire to bring about a better correlation of these agencies in the county. How can we make this important feature of our educational program more effective? Can we justify the expenses of this department? I am sure we can, and it is necessary for us to bring the matter clearly before the people and make the justification sure.

These are some of the topics that we wish discussed at the next Teachers' Assembly.

I wish to urge all teachers in other departments to plan programs so that the teachers attending may feel that they have been repaid for going to the expense of attending the Assembly.

This should be the greatest Assembly we have ever had and we can make it so, but it is necessary for all departments to cooperate and for the teachers to plan their work so that they may attend.

TO THE ASSOCIATION OF CITY SUPERINTENDENTS

By T. Wingate Andrews, President, Salisbury, N. C.

The program of the City Superintendents' division of the Teachers' Assembly has not been definitely arranged, but will be announced later. The meeting on Thursday afternoon will probably be in the form of a conference. A special program will be arranged for the meeting on Friday morning.

TO THE ASSOCIATION OF PRIMARY TEACHERS

By Betty Aiken Land, President, Greensboro, N. C.

Let me impress upon every primary teacher the necessity for a strong state teachers association and urge them every one to join their local units and to attend the state meeting.

The big business of public education with its large number of efficient workers and the large payroll involved should be built upon strong organization with sound financial support. The general public which, in the past, has been considered a sufficient organization, although concerned in the promotion of school welfare, is so absorbed in its own personal interests that pressing school needs are frequently neglected.

The schools need an organization whose sole interest is centered in school welfare. The present plan for such an organization in North Carolina has as its goal a one-hundred per cent active local unit in every city, town, and county in the state, and that these local units may in turn center in a vigorous, live, state association. This plan met with fair success last year. The rapidly changing economic conditions in our state make it more necessary than ever for every teacher to enlist and give his or her support to the State Association.

The primary teachers represent a large percentage of the profession. Their influence is great. Let me urge every primary teacher to join a local unit and thereby receive the inspiration that will come from the consciousness of membership in a real profession; and also let me urge everyone that can possibly do so to attend the meeting of our State Primary Teachers' Association to be held in Raleigh on November 23-25 at the time of our State Assembly.

A very helpful program has been arranged. The Project-Problem Method will be discussed by Dr. Charles McMurray of Peabody College, reports will be given by a number of teachers on "The Content of

an Acceptable Day's Work in the Primary Schools"; and the work of the National Council of Primary Education will be presented.

The good fellowship and inspiration which one receives from meeting with others engaged in work similar to his or her own cannot be overestimated. I sincerely trust that we will have a record attendance at the meeting in November.

GREETINGS TO THE GRAMMAR GRADE TEACHERS

By Jane C. Sullivan, President, Asheville, N. C.

In the name of the association of grammar grade teachers, I am extending to each of you a most cordial invitation to attend the nineteen-twenty-one session of the North Carolina Teachers' Assembly.

The Assembly this year offers you an opportunity to—

1. Cultivate a spirit of comradery—to know the teachers of the State.
2. Take a forward look in education.
3. Do some definite specific work.

After a thorough study of the situation it seemed that a strong elementary program would be most helpful just now, so the primary and grammar school departments have decided to hold two joint sessions. Dr. Charles McMurry will have charge of the work. He will discuss the project method.

Won't you think project, talk project, study project, and come to Raleigh in November ready to do some constructive work on the project?

We are planning to make this the greatest session ever held. We need your help to do it. Remember we are counting on you to give it. I hope to meet each one of you in Raleigh.

TO THE ASSOCIATION OF HIGH SCHOOL TEACHERS AND PRINCIPALS

By J. Henry Highsmith, President, Raleigh, N. C.

This Association will have two departmental meetings in keeping with the general program of the Assembly. An interesting program is being prepared. The following topics will indicate the scope of the discussions.

1. The question of "Vocational Guidance", Dr. Spright Dowell is being asked to discuss this question. Dr. Dowell is a North Carolinian. At present he is President of the Alabama Polytechnic Institute.

2. A great deal is being said at the present time about Educational Tests and Measurements. Professor E. M. Highsmith, Meredith College, is expected to discuss "The Employment of Intelligence Tests in the High School."

3. A great deal of interest is manifested in Junior High School Work in the State. It is quite appropriate that this subject be included in our program. Superintendent E. J. Coltrane of Roanoke Rapids will answer the question—"Should the Junior

High School be provided for in our school system in this State at the present time?"

4. A new feature of our program will be a debate. The query is as follows: "Is the Project Method in the High School Worth While?" There will be two speakers on each side and the discussion will be carried out in regular debate fashion.

5. The practical side of teaching should not be neglected. Therefore, Professor C. W. Wilson, of the East Carolina Teachers' Training School is being asked to discuss "The Teacher as a Business Man."

It is hoped that high school teachers and principals will attend, not only the meetings of their Association, but all of the sessions of the Assembly.

TO MEMBERS OF THE ASSOCIATION OF MUSIC TEACHERS

By Mrs. W. J. Ferrell, President, Raleigh, N. C.

First, let me make it clear that our association is a part of the Teachers' Assembly. It is not a separate organization, but is composed of those members of the Assembly who are in any way interested in music. I wish distinctly to urge all music teachers and others who are interested in their work to *join their local units* and pay the membership fee to the proper officer of the local unit. *Do not* send any fees to Secretary Allen at Raleigh; your local officer will look after that. Join yourself, get all the new members you can, and bring them with you to the Assembly in November.

And now something about our program. We are arranging for two sectional meetings and a luncheon.

The first sectional meeting will be a conference (Thursday morning) of music supervisors and all others who in any way undertake to teach public school music.

The second sectional meeting will be a conference (Friday morning) on piano, voice, and other phases of music teaching in the schools. At this meeting the business session also will be held.

Thursday or Friday, we are planning to have at the Woman's Club a get-together luncheon provided by the music teachers at which the officers and speakers of the Assembly will be our guests. A number of brief talks may be expected, but the principal address will be on public school music by Supt E. C. Brooks, who will make an announcement of far-reaching importance to the cause of public school music in North Carolina.

Now a word about our visiting speakers. These will be Dr. A. E. Winship, of Boston, editor of the Journal of Education, and Mrs. Frances E. Clarke, of Philadelphia, now chairman of the educational department of the National Federation of Music Clubs, but for many years supervisor of public school music in Milwaukee. They are engaging speakers on any subject they choose, but are enthusiasts in our work. We shall have them both as much as we can in our own sectional meetings, but it is planned to have them both speak at one of the full sessions of the

Assembly, at which the chorus of several hundred Raleigh children now being trained by Miss Voiles and Mr. Breach will render a program. It should be added that the general sessions of the Assembly will be opened by singing in charge of different leaders.

Finally, do not forget that the compositions competing for the Shirley cup should be in by the first of October.

Let us make this a great meeting. Every one of you come.

TO THE MEMBERS OF THE DEPARTMENT OF HIGHER EDUCATION

By Louis R. Wilson, Secretary, Chapel Hill, N. C.

North Carolina in this decade following the World War is projecting an educational program which the late President Graham prophetically declared, would

be the most significant in the State's history. The denominational colleges have carried out highly successful campaigns for increased endowment, and as a result of the appropriations granted by the recent Legislature, the state supported institutions have been given a new and enriched lease of life.

What the objectives of all the institutions, both private and state supported, are; what the program for the finer, higher training of North Carolina is to be; in what ways the colleges are to utilize the larger funds committed to them—these are subjects which vitally interest all North Carolinians and which will receive the consideration of the Department of Higher Education in November.

All members of the Department of Higher Education and all North Carolinians who would see the institutions of the State more profusely enrich the State's life are urged to be present and participate in the approaching meeting.

SCHOOL MANAGEMENT COURSE IN UNION COUNTY SUMMER SCHOOL

Being a Report Submitted by a Committee of the Class

Note—As an example of the type of practical work done in some of the courses in School Management in the County Summer School, the following is a report of a committee appointed from the School Management Class in the Summer School of Union County.

This class was under the leadership of the Director, Mr. Ben M. Williams, now of the Greensboro City Schools.

Mr. Ray Funderburk is the progressive and wide-awake superintendent of schools in this county and has the able assistance of Miss Mabel Cooper as Rural Supervisor.

The purpose the committee had in mind was to direct the attention of the teachers to the dignity and importance of the rural school teacher as an executive head of all educational interests in the community and to point out the opportunities for leadership.

This report was submitted by the Committee to the Summer School and was unanimously adopted by the teachers. The report is herewith printed in full.—Mrs. T. E. J.

We, your Committee, feel that education in the rural districts of Union county is behind the other developments of the county. The schools through which we came are inadequate to meet the needs of the present, and we would ask the teachers in the Union County Summer School of 1921 to pledge themselves to use their influence in educating the citizens of the county to a widespread appreciation of the advantages of large consolidated schools. In the meantime, we see many glaring defects in the operation of the schools which can be corrected with a minimum of actual money expended on the present small school plants. We do not propose to make suggestions to the County Board or County Superintendent, for our province as teachers is a study of our own job, and we submit herewith an enumeration of some of the things that must be done before a teacher can say that he has been a successful administrative officer in any school community.

1. Every teacher should subscribe for and read faithfully the following books and periodicals, or their equivalent in some other publication covering the field of each of those listed:

(a) North Carolina Education, (b) Normal Instructor and Primary Plans, (c) Pathfinder or Current Events, (d) County Newspaper, (e) University News Letter, (f) "Jean Mitchell's School", or some other inspirational book of like character.

2. The teacher should visit his school immediately upon appointment for the following purpose:

(a) Make a general survey of buildings and grounds with a view to planning more intelligently, the preparation for the opening of school.

(b) Secure register of previous year and study the record of each child in attendance during that year.

(c) Make a tentative grouping of students in classes.

(d) Make out daily program in detail for final revision after school work begins.

(e) Secure State Adopted Course of Study.

(f) Secure all important text books to be used during term and familiarize himself with as much of each as time will allow.

3. Be on hand four days before opening of school to call a meeting of the School Committee and interested patrons to attend to the following matters:

(a) *Cleaning*—Clean and oil floors. Scour desks. Wash windows. Clear away all trash and old decorations from walls. Polish stove. Clean yards and burn trash around edge of school grounds.

(b) *Repairs*—Repair broken desks and make them stationary to floor. Replace window panes. Look for leaks and report to Committee. Repair apparatus on school grounds. Provide sufficient hooks for wraps. Repair heater and secure new pipe if needed. Re-slate blackboard. Repair pump or well fixture. See that doors have good hinges and locks, and that windows can be locked.

4. Following necessary supplies should be purchased before the first day of school:

Crayons. Several large pencil tablets. Erasers. Broom and mop. Some extra pencils. Axe for cutting wood. Wood box. Cooler and water bucket. Floor oil. Clock. First aid kit. Waste basket.

5. Teacher should do the following in preparation for first day's work:

- (a) Post tentative program of recitations.
- (b) Decide on plan of seating pupils as to grades.
- (c) Plan best method for marching in and out at recess.
- (d) Decide how monitors shall take up and distribute coats and hats.
- (e) Have assignments for all upper grades ready to copy on board.

6. The following may be done to render the schoolroom more attractive; and to beautify the grounds:

(a) Provide a vase for cut flowers (any flowers which children may bring from home, especially wild flowers).

(b) Potted plants and window boxes, (ferns, coleus, begonia, geranium).

(c) Hang several of the following pictures: Baby Stuart (Van Dyke), The Gleaners (Millet), Joan of Arc, Sir Galahad, Pictures of Statesmen, Pilgrims Going to Church.

(d) Refinish walls if needed, in white or some light tint.

(e) Provide flag for schoolroom.

(f) Lay off school yard for walks, flower beds and lawn. Suitable flowers are: Pansy, Pinks, Snapdragon, Daffodil, Violets, Larkspur, Bachelor Buttons, Cockscorn, Crocus, Sweet William.

Shrubs suggested as follows: Lilacs, Snowball, Yellow Balls, Spirea, Bridal Wreath.

Native trees for shade.

Prepare, fertilize, and seed lawn.

7. Suggested Playground Equipment: (a) *Primary*—Small seesaw and swing. Long benches for seats. Sand pit. Horizontal bar.

(b) *Upper Grades*—Baseball diamond. Two basketball courts. Horizontal bar. Track equipment for high and broad jump.

8. Every child should have the cooperation of a Parent-Teacher Association, or some like organization, that will assist in the work above mentioned and meet two or three times during the summer at regular stated intervals, to care for the school grounds and building, and prevent destruction of any improvements during the vacation period.

Signed by the Committee,

Mrs. Wilton Williams, Mary Lois Trull,
Ruth Helms, T. M. Wiley, Hoyle S.
Broome.

PLANNING THE WORK OF A COURSE IN HISTORY

By William Thomas Laprade, Department of History, Trinity College, Durham, N. C.

The first step in planning a course in history or civics, having determined in advance the central aim of your work for the course and having been assigned a textbook covering the ground that is required, is to make a general outline of the work for the entire course. You cannot allot proper emphasis to the various topics in plans made for use from day to day unless you are traveling a road which leads to a definite end along a route which you have previously surveyed. It would be unwise to make assignments and daily lesson plans for a year in advance with any expectation of following them; decisions as to these questions will be in some measure determined by the reaction of the pupils as the work progresses and by current events in the world at large.

Few things are more fatal to good teaching than a stereotyped plan or method from which the teacher is reluctant to depart. On the other hand, few things are as little likely to be helpful to a student of history as an uncritical, unsystematic traversing of the ground covered by the writer of a textbook, following closely in the footsteps of the author. In any class in which the instructor renders the service which it is right to expect of every teacher the course will be planned by the one who teaches it. Books may afford the material for the course, and many of the suggestions of the author of the book may be adopted, but the plan of the course should be the work of the teacher who has seen a definite end from its beginning.

It is essential that each teacher do this preliminary planning for himself even though the resulting plan be inferior to one suggested by somebody else or to that incorporated in the textbook used, otherwise there will be no sure guiding principle by which to determine what shall be emphasized and what given merely cursory attention, what shall be studied and what omitted. The teacher who has not some definite aim he is seeking to compass has no criterion by which to appraise the value of facts, and it is a commonplace that not all things that happened in the past are equally useful for study in the schools of the present. The question is not as to the truth or falsity of the recorded facts but whether they are pertinent in the education of the pupils in school at a given time and place.

Once a teacher has selected some other goal for the course than merely to get to the end of the book, he will of necessity have to make plans for the attainment of his goal. Then will begin the selective process in which some of the contents of the book will be taken to serve the needs of the moment and to prove the case in point while others will be left to serve on other occasions as they arise or perhaps be omitted entirely. And this ability to read a book in pursuit of a definite inquiry, as has been suggested on these pages before, is by no means the least of the benefits that accrue from a well directed study of history.

That not all the facts in the books used will be retained in the memory of the pupil is not a serious

fault with this suggestion that the course be planned to use the textbook rather than necessarily to cover it. Few of the facts about the past that are merely memorized are usually long retained in the memory. Those that are thus learned and retained seldom benefit to any great degree those that have acquired them in that manner. Pupils that have worked with a teacher in exercises that have for their purpose the relating of selected facts and events to each other in a way that will induce an understanding of causal relationship not only gain insights that are lost to those who merely learn the subject matter in the book; they also, as a rule, retain more of the facts in their memory. Not because they deliberately try to remember the things they have learned, but because by using the facts they have unconsciously made them a part of their thought life. The point is, however, it is of greater importance to acquire insight into the processes of history than a cyclopedic knowledge of historical facts.

Now a course cannot well be organized in a way to help the pupils to this insight unless the assignments from day to day are made and the exercises planned with reference to a general scheme for the course based on a definite aim determined in advance.

Take the suggested history work for the eleventh grade for example. The teacher who follows the plan suggested above would formulate for his own use at the outset of the course several larger questions, not more than five or six at most, covering the period of American history and calling for inquiry into those subjects that seem to be most interesting and pertinent at the time and for the pupils he is teaching. The assignments from day to day will then be based on these general topics and will be designed to illuminate the general subject selected for study.

It is not difficult to suggest topics for this scheme of organization. Every book is organized on some such plan. The trouble is it is tempting for the average teacher to use the outlines found in the book or others suggested in an article or syllabus instead of improvising one on his own account, and it is only the general outline that the teacher constructs and the assignments based on it which emerge as a result of his own reflection and experience that will eventuate in experiences likely to be of maximum helpfulness for a class.

One of the most suggestive outlines that has recently come to my attention, however, is in a chapter that is too brief to be used for anything except the pertinent suggestions it contains, and so I shall risk repeating here. I refer to the first chapter in the new *History of the United States* by Beard and Beard. It deals with the important fact that in the seventeenth and eighteenth centuries Europeans came to America in large numbers and established new homes and community life. Much of the character of the subsequent development of American institutions was largely determined in this period when these migrations were taking place. Therefore there are numerous inquiries that may serve as suitable topics for class exercises in the eleventh grade.

From this wealth of material, the authors of this

book suggest three that cannot fail to prove helpful if studied under the direction of sympathetic teachers: (1) What were the agencies that undertook the task of colonization, as trading companies, religious congregations, etc. (2) What peoples came to America, as the English, German, French, and; (3) By what methods did they come, as indentured servants, paying their own way, being transported as prisoners, and the like. Some such outline as this, if elaborated, cannot fail to leave a vivid impression of the very practical difficulties involved in the settlement of our country and of the necessary character of the social life in the communities that resulted.

Next month we shall deal with the problem of the single lesson plan.

"EDUCATION FOR DEMOCRACY" COMMENDED FOR READING CIRCLE STUDY

By J. Henry Highsmith, State High School Inspector, Raleigh

It seems to me that the attention of the teachers of the State should be called to a book which is being widely used in other states, not only as a text book in teachers' reading circles, but also in classes in Education in institutions. I refer to "Education for Democracy", by Dr. E. C. Brooks, State Superintendent of Public Instruction.

As the reading circle work is organized and conducted now, it is perfectly proper for superintendents to select "Education for Democracy" as the text to be used by the teachers. I believe it would be highly profitable for the teachers to study this book. I am sure that all high school teachers, principals, supervisors, and superintendents would find Dr. Brooks's discussion helpful in a practical sort of way and vitally stimulating and inspirational.

The subjects which are now in the minds of school people, the subjects being discussed as plans are being made for development of education in our State and Nation, are discussed in "Education for Democracy". I commend this book to the favorable consideration of the school people of the State. It is published by Rand McNally Company, Chicago.

WHEN CHANGING YOUR ADDRESS

When subscribers are changing their post-office address, it is desired by the publisher that both old and new addresses be given in the letter requesting the change. The subscriber should also let the publisher know with what issue the change should begin. The following will suggest a suitable form:

"Please change my address from to beginning with the issue for the month of"

To this the name of the subscriber should be signed as nearly as practicable in the same form as it appears on the subscription label.

A feature of every annual conference of Wake county's educational workers is the report of the activities of the betterment associations. The report this year, as usual, was published in the daily press and is a fine commentary upon the wide-awake spirit of the associations.

TEACHING POETRY IN THE GRADES

By Susan Fulghum, State Department of Education

Daily, little children come to us who soon will be the men and women of tomorrow. What are we giving them to carry through the coming years? It must be something which will outweigh and outlast the world's material gifts. Has each child found in his heart the response to some beautiful poem; have we set singing in his mind some song which will impart tone to his spiritual life through the years? Will the music of Rossetti, Stevenson, Ingelow, and Wordsworth outsing all baser and cruder songs? So much we must seek to do for each child; but who knows?—perhaps some little one whose ear has heard this priceless music will in return sing to the world a new song.

SUGGESTIONS ON MEMORIZING POEMS

It is important for us to remember that the memorizing of poems means learning by *heart*—not by rote, as a task, but *by heart, as a pleasure*. Our poems should be carefully selected, some whimsical, some humorous, others serious; but, above all sound high the note of joy and gladness. We can perform no worthier service for the child than to give him these poems for his own. We want to make the first impressions rich and pleasing enough for the child to come again to this golden fountain.

Learning by heart implies three things:

- (1) A vivid seeing of the poet's pictures.
- (2) Through the seeing, a sympathetic understanding of the feelings of the poet.
- (3) Fixing the pictures in the memory in the exact words of the author.

Too often, alas! we think our duty done when we have required our pupils to memorize the words of a poem, never seeking to have the children see vividly the poet's pictures, and enter into his feelings. Love of the beautiful comes not to our pupils in this way. To make your pupils love a poem, you must love it yourself, you must understand its meaning and catch its spirit. This means that you will study each selection in order to give its true interpretation. In memorizing poems, the chief points to be remembered by teachers and pupils are clearness, slowness, and simplicity.

SUGGESTED PLAN FOR TEACHING A POEM

I. *Preparation*—(1) Give the subject of the poem to be taught. Talk about the poem just enough to let your pupils catch a glimpse of the wonders and beauty, or perhaps the fun, soon to be unfolded.

(2) Past experiences may now be recalled. Perhaps some child has had an experience which will help him to understand the poem. Just a little conversation at this point, that your pupils may enter more fully into the poet's thoughts and feelings when the poem is read.

II. *Presentation of the Whole*.—The teacher reads or recites the whole poem to the class with no interruptions. Here the first impression is given. To make this impression lasting the teacher's rendering should be strong, unified, and filled with the spirit of the poem. The children are to enjoy it, to feel the

beauty of its thought and rhythm.

III. *The Parts*.—The child has received his impression of the whole; now he is ready for mastery of the thought in the poem. The verses are to be analyzed. The teacher asks questions which will clear up the meaning and make the children see vividly the poet's pictures. At times she will offer explanations which are needed for a real understanding of the situations portrayed. Sufficient analysis must be given to make the main thought clear, but beware of too much detail; the true appeal of the poem must be through the beauty of its language, and the charm of its music.

Following the analysis, the children may tell what part of the poem they like best; they may pass judgment on the characters, or perhaps with closed eyes and heads upon their desks, they will listen as the teacher once more recites the entire poem. Then they tell her what pictures they saw.

I would suggest that you leave the poem now to work its influence, all unconsciously, upon your pupils.

IV. *Memorizing the New Whole*.—Tomorrow suggest that we learn by heart what yesterday gave us so much pleasure. Here begins the work of fixing the pictures in each child's memory in the exact words of the author. We may take each verse, talk about its picture and repeat the exact words. Ask questions which may be answered by a line or by two or three lines of the poem. If a picture illustrating the thought of the poem is held before the class as they memorize, it makes more vivid the mental images formed. Memory work follows rapidly this understanding of the poet's meaning. A few minutes daily, devoted to this work soon puts each child in possession of the poem. Every pupil is to know the poem, and is to be given the opportunity of reciting it. We may have a concert recitation by the grade, but our real task is to see that each child understands, feels, and can repeat the poem correctly.

It is an easy matter to find a specific aim for the work. The child's desire to share with others is a powerful motive. Suggest that he may recite the poem to another class, or to the superintendent, or perhaps he plans to give pleasure to the loved ones at home, and thus he puts forth his best efforts to make the poem his own.

Friday afternoon exercises furnish a fine opportunity to use the poems learned by the children. Invite the parents and let them see the joy which is manifested. In this way a delightful schoolroom atmosphere is created. Teachers should throw away the valueless, so-called Friday afternoon poems and speeches and look to the real masters of song for their entertainments. There is an abundance of material. See that at least eight poems of real value are the possessions of each of your boys and girls by the close of a term of nine months.

POEMS FOR THE FIRST GRADE

The children should become familiar with a large number of Mother Goose Rhymes, for they are truly

the delight of childhood. In addition the following poems are suggested for memorizing in the first grade.

WHOLE DUTY OF CHILDREN

Robert Louis Stevenson

A child should always say what's true,
And speak when he is spoken to,
And behave mannerly at table;
At least as far as he is able.

THE COW

Robert Louis Stevenson

The friendly cow all red and white,
I love with all my heart;
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass,
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

TIME TO RISE

Robert Louis Stevenson

A birdie with a yellow bill
Hopped upon the window-sill,
Cooked his shining eye and said:
"Ain't you 'shamed, you sleepy-head?"

RAIN

Robert Louis Stevenson

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

THE SWING

Robert Louis Stevenson

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

THE WIND

Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you, that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

SLEEP, BABY, SLEEP

(Lullaby)

Sleep, baby, sleep!
Thy Father is watching his sheep;
Thy mother is shaking the dreamland tree
And down falls a little dream on thee:
Sleep, baby, sleep!

Sleep, baby, sleep!
The large stars are the sheep,
The little stars are the lambs, I guess;
And the bright moon is the shepherdess.
Sleep, baby, sleep!

WHY DO BELLS FOR CHRISTMAS RING?

Eugene Field

Why do bells for Christmas ring?
Why do little children sing?

Once a lovely shining star,
Seen by shepherds from afar
Gently moved, until its light
Made a manger's cradle bright.

There a darling baby lay
Pillowed soft upon the hay,
And its mother sang and smiled,
"This is Christ the holy Child."

Therefore bells for Christmas ring,
Therefore little children sing.

BOATS SAIL ON THE RIVERS

Christina Rossetti

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

DAISIES

Frank Dempster Sherman

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadows of the night.

And often while I'm dreaming so,
Across the sky the moon will go.
It is a lady, sweet and fair,
Who comes to gather daisies there.

For, when at morning I arise,
There's not a star left in the skies;
She's picked them all and dropped them down
Into the meadows of the town.

The publisher congratulates Fallston high school upon a hundred per cent subscription list for NORTH CAROLINA EDUCATION sent in by Mr. Harold F. Krauss, principal. It is a worthy goal for any school to set; it is an exceptionally fine one to attain.

Remember that you can send NORTH CAROLINA EDUCATION, Raleigh, N. C. your subscription for:

The Normal Instructor	\$2.00
Primary Education	\$2.00
Popular Educator	\$2.00
Journal of Educational Methods	\$3.00
National School Digest	\$3.00
American School Board Journal	\$3.00
Journal of Education (weekly)	\$3.00

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PITH AND PARAGRAPH

Of course you will attend the Teachers' Assembly. Why? Because you are a progressive teacher.

How many teachers know what is good school government—not autocratic government, but good American government?

High school teachers should study government and give their pupils an opportunity to know what is good government.

The trouble of many teachers is they become too mechanical and formal. This can be avoided by taking on some new life each year. The professional work should seek to give new life.

Pamlico County expects to enroll 300 high school pupils this year. Eight years ago there were only 11 high school pupils enrolled in the entire county. This is the effect of good consolidation.

The schools have opened well. There have been fewer changes among the teachers than ever before in the history of the public schools. If the communities will act wisely and keep the teachers from year to year, their schools will improve from year to year.

Through an error that is regretted, Mr. J. O. Bowman was listed in last month's changes among superintendents as succeeding Mr. J. E. Redfern at Mt. Olive. There has been no change at Mt. Olive. Supt. Redfern is still in charge and is busy with a fine program of progress and enlargement.

Superintendents and principals should read the article "County Government and Public Education", appearing elsewhere. They should see that the

school finances are wisely kept and properly expended. A superintendent who is loose in handling public funds will soon be of bad repute in his community.

City and county superintendents should provide professional courses for their teachers. This is too important to be neglected or overlooked. It is not necessary for all teachers to study the same subject, but it is necessary for each to make a systematic study of some phase of school work in order to avoid mechanical routine and stagnation.

Be sure to make ample preparation for North Carolina Day. Remember the date, November 11. This is also Armistice Day. Superintendents should instruct the teachers to begin early in the selection of the proper material. The State Department of Education is now publishing a bulletin which will be ready for use early in October.

TOWN AND COUNTY ADMINISTRATION

The recent conference on town and county administration held at Chapel Hill, September 19-21, was a great success. Mr. Herbert Hoover in a letter to the authorities says:

"The greatest public service today is devotion to the upbuilding of our community institutions, our town governments, our town and county improvements, our schools, and all that multitude of volunteer institutions in promotion of education, recreation, and commerce."

The awakening in the State to the needs of better understanding of democratic government is one of the most hopeful signs. All school people should cooperate in every way possible. Moreover, they should incorporate in their professional courses a study of local self government. It is the greatest need today in our educational program. E. C. B.

BIBLE STUDY IN THE COMMUNITY

The September number carried the story of how the Durham and Kinston schools were cooperating with the churches and Sunday schools in having the students taught the Bible. Since that has appeared Mr. W. D. Barbee, Superintendent of the Seaboard Schools, writes:

"We have adopted the course of Bible study this year and exactly one-third of all the high school pupils are taking the work. Many other students wanted to register for the course but could not make the schedule work. I have never begun anything in this community that has aroused so much interest and valuable comment. I have had many townspeople petition for the course and had to deny them. I believe it is going to be a beginning of extended Bible study in the entire community. I shall give one unit credit for four year's work."

The schools by cooperating with the churches can encourage religious training and give the pupils a finer understanding of the Bible. E. C. B.

THE CONDUCT OF YOUNG TEACHERS

Young teachers sometimes make serious mistakes by not having proper respect for the customs of the people whom they wish to serve. Some young teachers are so provincial minded it never occurs to them that the conduct in one community, which passes unnoticed, might be intolerable in another community. Many teachers have failed at first because they have not understood this fact and a trail of gossip has been started of sufficient intensity to nullify any good that the teacher might accomplish in the community. It should be remembered that the conduct of a teacher is measured by the standards of the community. Therefore, the teacher cannot always choose her own standards. It is absolutely necessary to understand the community standards first and those who ignore the plain customs of one community may find to their sorrow that they have wrecked their influence for good and there can be only one thing left to do—resign or bear the burden until the end of the year.

We speak of Sociology as an important subject to be studied by all teachers. It is of little avail to study all the books on Sociology, then fail to understand the social mind of the community which the teacher has come to serve.

E. C. B.

A PROGRAM FOR THE NORTH CAROLINA SAFETY LEAGUE

The program for the North Carolina Safety League, issued by the North Carolina Insurance Department, should be in the hands of every teacher in the State. The material will be of very great help to teachers. It is arranged to provide topics for each month beginning with September and each teacher should devote at least twenty minutes at the Assembly period each week to a discussion of the topics outlined in this bulletin.

We are, as a rule, too careless in protecting not only our own property but that of our neighbors and of the public. How can we stop the forest fires? How can we make the home more conscious of the need of fire protection? How can we cause the young people to be conscious of the appalling number of deaths through automobile accidents? How can we interest the community in cleaning up back yards and unkept places? To what extent will answers to these questions affect citizenship?

These are some of the questions that this bulletin seeks to answer by giving the teacher topics for opening exercises. Moreover, it provides simple games and plays for the young people.

The teacher in the school may do much good by organizing Safety Leagues and impressing many of these principles not only on the children but on the parents.

E. C. B.

CELEBRATE ARMISTICE DAY AS NORTH CAROLINA DAY

The Superintendent of Public Instruction is directed by law to set apart one day in each year to be known as North Carolina Day, and to publish suitable material for use in the proper observance of this day in the schools of the State.

November 11th, or Armistice Day, is accordingly set apart to be observed by the schools of the State as North Carolina Day. It is fitting that the schools should observe this day. Teachers and pupils should study what our heroic and patriotic citizens did during that memorable crisis when our lives were in danger and our liberties were at stake.

November 11th is both a State and National holiday. It is set apart and should be devoted to a commemoration of the deeds of our soldiers and all other patriotic citizens, who by their work, courage and thrift, saved the world from a greater catastrophe even than war.

This bulletin, therefore, has been prepared in order to give the teacher a wide range of material from which to make selections for the Armistice Day program and to give the pupils a simple historic background for the proper celebration of this day. The valuable historic material incorporated herein should be used in classroom lessons, especially in the teaching of history, civics and language. The pupils should be encouraged to work up their own readings from a study of the texts and from other sources. Our country's honor-roll should be worked up from the list of citations published herein and also from local sources of information concerning the dead. The local post of the American Legion, if there is one, could help prepare this list, in this way the real meaning of North Carolina's part in the World War may be brought to our boys and girls.

Teachers should tell the story of how all the people cooperated to destroy the forces of evil and to make this world a better place in which to live. They should be taught to honor all patriotic citizens and should be led to see that both in times of war and in times of peace he or she may be a soldier of liberty who fights the common enemies of our country. What are our common enemies? Not only hostile foreigners, but sloth, cowardice, ignorance and disease, and it is our duty to fight them with work, courage, thrift and intelligence.

If the short term schools in some counties have not opened by November 11th, a day should be set apart either in November or December for the proper observance of North Carolina Day.

We are indebted to Mr. R. B. House, the Collector of War Records of the North Carolina Historical Commission, Raleigh, North Carolina, for the preparation of this bulletin.

E. C. B.

OUTLINE FOR STUDY OF BONSER'S "ELEMENTARY SCHOOL CURRICULUM"

By Mrs. T. E. Johnston, State Department of Education

Because of the fact that this book is general in nature and because of the amount of material in it, it would be impossible for any class to adequately cover the text in five or six meetings. For this reason, the suggestion is made that the book be divided into about five units or lessons, as follows:

Lesson I.—Pages 1-88. Chapters I to V. Topic: The Curriculum in Terms of Life Purposes.

Lesson II.—Pages 89-131. Chapters VI and VII. Topic: The Project Method and the illustration of two types of project organization.

Lesson III.—Pages 133-207. Chapters VIII and IX. Topic: How the Aims of Life are Promoted by the Respective Kinds of Subject Matter.—The Practical Arts.

Lessons IV and V.—The remainder of the book with the exception of the last chapter deals with a detailed study of the subjects in the curriculum. Since it would be impossible to cover all this material in class work, it is suggested that the subjects which seem to be relatively of most value to a particular class be selected for study in class and the remainder be left for the independent study of individuals.

OUTLINE AND QUESTIONS ON LESSON I

The Purpose and Content of the Curriculum

CHAPTER I

Show concretely how the curriculum should not only include the material useful in carrying on life activities but that it should be presented in schools in such a way as will be useful and necessary for success in life outside of school.

What is the two fold source of the curriculum?

In what respect is the curriculum relatively fixed and permanent? In what respect may we say it is in a state of change? Why should the making of the curriculum be a cooperative enterprise?

Show how the curriculum should be a reflection of life purposes.

What is the basis for judging the worth of:

- Facts and principles taught in nature study and geography.
- History study.
- The values in literature.

By what four standards may we measure the educational value of experiences and activities?

What needs did the war reveal?

Should material be presented for which the child has no present need?

Explain the two common errors in curricula?

Show how the curriculum should reflect all the aims of life and education.

CHAPTER II

Explain the factors which control conduct and their relationship to educational objectives.

Show why a knowledge of child psychology is essential.

Discuss the native impulses or tendencies which may be used effectively for educational purposes.

CHAPTER III

Discuss the four forms of activities in which people are engaged.

Show how the work of the tool subjects may be motivated.

How may the work of the school help in solving the problems of vocational guidance for each pupil?

CHAPTER IV

Three general periods of education and how each may further life purposes.

- The Elementary School.
 - Junior High School.
 - Senior High School.
- The Secondary School.
- The Higher Schools.

Curriculum of Elementary School made up of activities in which all must participate that there may be a unified and stable social life.

Deals with children when their general tendencies are most nearly alike. Social purposes—same for all.

Individual differences in pupils not to be neglected nor should differences in local environment.

The content of activities, the tools used—as reading, writing, number, etc., should be the same in the elementary school—everywhere.

Basis of differentiation in work of secondary school determined by differences in interest in fields of human occupations—both vocational and cultural.

Studies taken in common should be those used in solving the common problems of life.

To what extent should the differentiation be made in Junior High School? In Senior High School? In the Higher Schools? Bear in mind—that all school work should bear vital relationship to some worthy life purpose.

CHAPTER V

Name the activities in which people are engaged in life.

Name the tools common to all in carrying on life's activities.

School should create situations in which a need for the mastery of these tools is felt. One of the purposes of school is to awaken pupils to a consciousness of needs.

School subjects should be mastered in a way which will enable the pupils to use these subjects in meeting the needs of life.

Explain the difference between the curriculum and the school subjects.

Explain how correlations are discovered.

In the light of your study of this and preceding chapters give a definition of the meaning of the curriculum as defined by Bonser as it meets the aims of education and as it meets the needs of life.

From Fayetteville, Superintendent M. B. Andrews reports a hundred per cent membership (of his white teachers) in the Teachers' Assembly and the National Education Association. He has a right to feel proud of such a record.

WHAT CONSTITUTES AN ADEQUATE SALARY FOR A TEACHER?

(From the Report of the Committee on Salaries, National Education Association, Des Moines, July 5, 1921)

There is indubitable evidence of the ability of the United States to pay adequate salaries to the teachers of our public schools. This evidence may be enumerated under four heads.

Adequate compensation must be sufficient to provide—

1. A living which includes food, clothing, housing, laundry, incidental essentials, medical, dental and surgical care, insurance, church, legitimate charity expense, and all desirable facilities for wholesome recreation and the promotion of health.

2. Social and professional growth, including expenditures for social life, including association with the attractive personalities of one's community, reading matter, music, art, expense of educational associations and meetings, travel and professional training in institutions of learning.

3. For a high percentage of all teachers, women as well as men, especially those who have been in the profession five years or more, compensation for the support of members of the family or other dependents.

4. An annual surplus for investment. A teacher who has served faithfully and invested thriftily for a period of thirty or thirty-five years should have a living income from investments. The teacher is entitled to a return for the investment of time and cash involved in preparation for professional duties.

SOME THINGS HOPED FOR IN NORTH CAROLINA

By Dean C. B. Williams, State College Station, Raleigh, N. C.

1. That in the future every farm boy shall be taught in all the elementary and high schools of the country.

2. That Agriculture, in a vitalizing way, shall be taught in all the elementary and high schools of the State.

3. That every farmer of the State shall know the needs of his soil and of the special kind of Agriculture he is practising, and shall apply this knowledge in securing a larger and more economical acreage production of crops.

4. That better seed of crops planted and of better strains of livestock raised shall be more generally used by our farmers.

5. That farmers of the State shall build up, year by year, the productivity of their soil by the proper use of legumes and that they shall look upon men who abuse their lands as men dangerous to the future safety of the country.

6. To see every farm home equipped with convenient and labor-saving devices.

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The Popular Educator	\$2.00
National School Digest	\$3.00
Journal of Educational Method	\$3.00

State School News

SCHOOL NEWS BRIEFS

Ellenboro voted a \$25,000 bond issue September 10 for a new school building.

West Hickory has voted a bond issue of \$60,000 for a new school building.

The Mothers' Club at Sanford entertained in honor of the 25 teachers when the schools opened.

It is a custom at Lillington for the business places to suspend business for the opening exercises at their graded school.

Pasquotank is now among the counties having a rural school supervisor. Miss Addie Whitehurst began her work in this capacity the first of August.

Every room in the Carthage school is crowded. The high school has an enrollment of about 100. Mr. R. K. Hancock, the new superintendent, is making a fine start.

The Dunn schools are so crowded that Superintendent W. S. Snipes has had to place four grades on half time. It is hoped that a new building will be ready by January, but the bonds have not yet found a buyer.

The high school in Tarboro has organized four literary societies for the ensuing year. Two are for the boys

and girls, separately, of the eighth grade, and two for the higher grades.

The new high school building at Graham is described as "both beautiful and convenient." The new building for the colored children has also been completed and accepted.

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By J. O. Engleman

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NEW FACULTY MEMBERS AT THE NORTH CAROLINA COLLEGE FOR WOMEN

The Department of Education of the North Carolina College for Women will have as additions the following members:

Dr. Roy C. Holl, Ph. D. from Harvard, who has had experience as Superintendent of Schools, College Professor, Principal of the Junior High School, Tucson, Ariz., and State Inspector of High Schools in Alabama, will be the new principal of the Training School. Dr. Holl's training, coupled with his rich and varied experience, makes him not only a valuable man to the North Carolina College for Women but one who will be interested in the educational problems of the State.

Miss Carolyn McMullen of College Park, Ga., a graduate of Peabody College, formerly supervisor in Farmville and Harrisonburg, Va. State Normals, has been secured as third grade supervisor.

Miss Fleta Cooper, also a graduate of Peabody, will come as teacher of primary methods and supervisor of second grade. Miss Cooper resigned at Farmville to accept this work.

Miss Louise B. Lancaster of Columbia, S. C., a graduate of Teachers College, Columbia University, has been secured as supervisor of the first grade and teacher of primary methods. She has been Rural Supervisor in Virginia and a supervisor in the Harrisonburg State Normal School.

'FIRST THINGS' AT LOWE'S GROVE

Lowe's Grove Farm Life School is having a very splendid beginning this year. Sixty-two high school pupils were enrolled the first two weeks with several others expecting to enter soon. The dormitories are full of boarding students. The county board of education is furnishing a motor truck for transportation of the high school pupils of a neighboring non-standard high school. The patrons in this section appear to be ready to accept Dr. Brooks' policy of giving equal opportunities to country and city children. The quality of work which this Farm Life School is doing to improve rural conditions is of a very high standard.

The rapid progress which is being made at Lowe's Grove is due to several reasons: For a number of years a school paper has been published by the high school pupils and supported by advertisements. Second, a community fair is always held and is attended by large areas of Durham, Wake and Chatham Counties. Third, the cooperation of the patrons is one hundred per cent. We have no knockers. And fourth a permanent corps of teachers has been maintained. Two of our teachers, Misses Lelia Moring and Corrinna Herndon, have been with the school eleven and twelve years. They hold life certificates of the highest class.

Many of the permanent teachers will remember Lowe's Grove as the first in this section to establish a Farm Life School; the first in the state to organize a Credit Union; and the first to become an incorporated community.

J. H. T.

DOUBLE AWARDS IN PENMANSHIP

From the North Carolina College for Women, at Greensboro, comes the following interesting item about penmanship work in its recent summer school:

"Practically every student enrolled in Palmer writing in the summer session of the North Carolina College for Women secured two awards for superior work from the A. N. Palmer Co. Ten of these won the final teachers' certificates in Palmer writing. This is the best record yet made in the State by any class in this subject. Miss Florine Carothers, supervisor of penmanship in the Winston-Salem Schools, was the instructor in this course."

King's Business College Changes Hands

After twenty years of successful administration in which time he built up institutions of strength in Raleigh and Charlotte, J. H. King has sold out his interests in King's Business College in Raleigh and Charlotte to E. L. Layfield, who since December 1, has been vice president and general manager.

For eleven years prior to December 1, Mr. Layfield was vice president and general manager of the Massey Business College of Richmond, Va. Since that date, he has been associated with the King's Business College here.

The institutions which Mr. Layfield takes over, have been built up during

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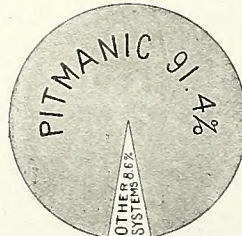
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Salisbury City Teachers' Association, Carrie M. Roberts, Secretary.

Warren County Local 113, J. E. Allen, County Superintendent.

Washington Local Branch 65, Mrs. E. T. Campbell, Secretary.

New Hanover County Teachers' Association, Julia H. Hill, Secretary.

Winston-Salem City Teachers' Association, Anna Lula Dobson, Secretary.

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

The following North Carolina teachers' associations are affiliated with the National Education Association:

North Carolina Teachers' Assembly, R. H. Latham, President, Winston-Salem; A. T. Allen, Secretary-Treasurer, Raleigh.

Durham City Teachers' Association, Quinton Holton, Acting Secretary.

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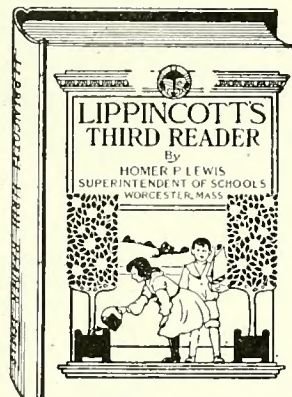
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DAVIDSON INSTALLS WIRELESS STATION

(By Collegiate Press Association)

Davidson, N. C.—The Davidson student body voted this week to tax each member 25 cents for the purpose of establishing a modern wireless station at Davidson. It will now be possible for the students to get detailed reports of the football games and other news of interest. The equipment has already been received and the station is being erected. The apparatus consists of a receiver for both telephone and telegraph, capable of "tuning in" with the most powerful stations. The transmitter is ½ K. W. The antenna will be erected from the flag pole to Shearer Hall. The press will be received from Arlington and reports from other stations at other colleges. The office hours for receiving communications from colleges will be 9 to 10 P. M. The call letters have not yet been received and until they have been assigned the call will be "Davidson".

The college is fortunate in having an experienced operator in the person of B. L. Team of Canada, to take charge of its new station. The station is a new thing at Davidson and it is hoped that other colleges will cooperate to make it a great success.

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The Parable of Two Teachers

Two teachers went out to teach, and they taught for several years. The one was thrifty, having a thought for the future; the other was prodigal, caring only for the present.

And the thrifty one, early in her career, took out an Endowment, safely investing in it a part of her earnings each year. But the prodigal one spent all of her earnings.

And it came to pass that sickness overtook the both of them, and there came to each a dire need for ready money. The thrifty one with the Endowment easily realized the necessary funds. The prodigal one, alas, could do nothing, but pined and lingered for the lack of substance.

Finally, in old age, their careers as teachers being ended, the provident teacher had through the Endowment accumulated a competence for the comfort of her declining years, whereas the prodigal one was harassed by care, and want, and continued toil in the advancing years when a lighter burden and an unfailing income would have been so welcome.

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Renewing his subscription, Rev. J. A. Campbell, head of Buie's Creek Academy, adds the following terse items:

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Science and laboratory work will be added to the Spencer schools this year. Prof. E. T. McSwaim, the new principal, will have charge.

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All teachers should try the U. S. Government examinations constantly being held throughout the entire country. Thousands of permanent, life, positions are to be filled at from \$1100 to \$2300; have short hours and annual vacations, with full pay. Those interested should write immediately to Franklin Institute, Dept. R 241, Rochester, N. Y., for schedule showing fall examination dates and places and large descriptive book, showing the positions open and giving many sample examination questions, which will be sent free of charge.

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At the Twenty-second Annual Convention of the National Shorthand Reporters' Association, Niagara Falls, August 23, Albert Schneider, a recent graduate of the High School of Commerce, New York City, won the world's championship for speed and accuracy—defeating three former world's champions and the largest number of writers ever competing in the championship contest. His remarkable accuracy on the three five-minute tests at 200, 240, and 280 words a minute, was made possible by the simplicity, speed and accuracy of Gregg Shorthand.

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ROBESON COUNTY ASSEMBLY OF INDIAN TEACHERS

At 10:00 o'clock on Saturday, September 24, the Indian teachers of Robeson county assembled in the auditorium of their Normal school at Pembroke and most successfully carried out the program which had been prepared by their program committee.

After a song, Scripture reading, and prayer, a hearty welcome was extended by Mr. Walter Smith, the President, to the committeemen, a large number of whom were present.

Miss Eliza A. Oxendine and Miss Stelle I. Lowry discussed the problem of the child's experience the first day of school. Miss Oxendine emphasized the importance of the school's being made a pleasant place for the children with a teacher from whom every child may receive high ideals and noble aspirations. Miss Lowry spoke mainly of the teacher's duty in determining promotions and in assigning lessons.

"The teacher's experience the first day of school" was discussed by Mr. Walter Smith and Rev. O. R. Sampson. Mr. Smith stated that the first day is one of the most important days of the school; as a right start helps to continue right during the school term, while a wrong start may mean continuing wrong and failing. Mr. Sampson said that it is the duty of the teacher to know the home conditions of every pupil in school that he may know better how to direct his work for the good of all. He urged the importance of making the first day a regular school day. With much emphasis he said, "We should inspire the boys and girls with a desire to continue in school and complete the public school course, then come to the Normal and finish the work offered here, and then go on through college." Then directly to the members of the Assembly he said, "You needn't lie around home where you can hear the dinner horn every day—get out—the world is your field!"

In discussing school outlines, Mr. B. W. Lowry said, "The reputation and success of a teacher in a community may rest upon the first hour of the first

day." He emphasized the importance of having outlines not only for the first day and for every day, but for the entire term, and stated that play should enter as a large factor in every day's program. "The boy who stands around and does not play," said he, "is the one who is likely to get into mischief."

Miss Losha Lowry very interestingly discussed the teacher's part in the exercises of the first school day, with emphasis on the facts that the teacher should be on the school grounds first, greet all the pupils cordially and make all the exercises of the day interesting and "lively".

Mr. Charlie Moore dwelt largely on the importance of all the people of the community getting well acquainted with

each other, saying that the school could render valuable service along this line by programs for "Parents' Days" and other special programs.

Mr. A. N. Locklear urged the importance of driving our one-teacher

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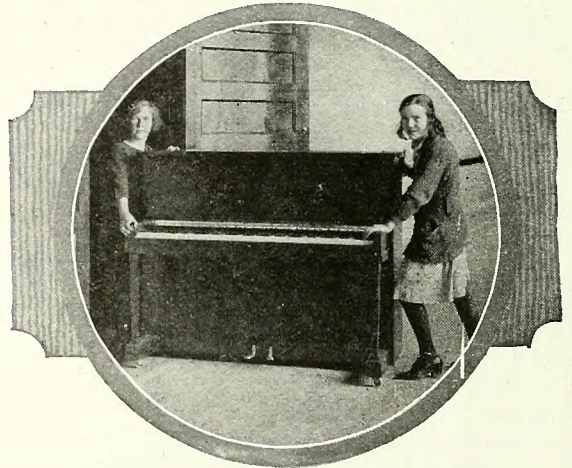
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schools into the Atlantic Ocean on the east and into the Pacific on the west, leaving only large community schools where real effective work may be done. He said that the members of this Assembly are now making one of the most interesting histories of the State. "We have been lost," said he, "and are now being found." He praised the committeemen for their attending the meeting in such large number.

Rev. P. M. Locklear had a word of criticism for some of the committees who were not present at the meeting. Speaking of the standing of the teacher in the community, he said that it is often the case that a teacher's influence is not as great as it should be because of some evil and false report by some selfishly designing big "I" of the community. "Character", he said, "is the important factor in the life of every teacher." He distinguished between **reputation** and **character** as follows: "Reputation is what a man is supposed to be. Character is what he is."

The theme of Mr. Lowry's address was "Co-operation". He stated that the work of the school should be such as to make it a school in the community, of the community, by the community and not separated from the community, and that there should always be the heartiest cooperation of all factors of the community in the work.

The committeemen present took a very active part in the "Round Table" discussions which followed the conclusion of the main topics.

The following officers were elected for the ensuing year: President, J. W. Smith; Vice President, E. Lowry; Secretary, Miss Eliza A. Oxendine; Treasurer, A. N. Locklear.

The President appointed a program committee and a membership committee. The constitution adopted by the Assembly would exclude any one from teaching in the public schools for Indians in Robeson county who is not a member of the Assembly.

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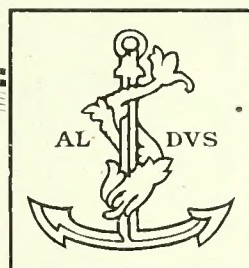
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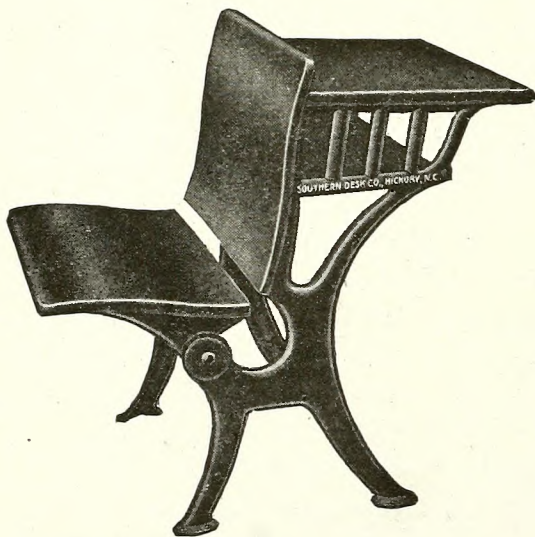
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XVI. No. 3

RALEIGH, N. C., NOVEMBER, 1921

Price: \$1.50 a Year

Always Forward: A Message From Pres. Latham

Asked for a final message to its readers through the last issue of *North Carolina Education* to go out before the meeting of the Teachers' Assembly, President R. H. Latham, of Winston-Salem, sends the following stirring appeal for a great attendance and a purposeful meeting:

TO THE EDUCATIONAL WORKERS OF NORTH CAROLINA:

Time: Wednesday, Thursday and Friday, November 23, 24 and 25.

Place: The City of Raleigh.

Occasion: The 38th Session of the North Carolina Teachers' Assembly.

Who should belong to the Teachers' Assembly?—Every white teacher in every school in North Carolina—the teacher in the one-room school and the college professor—the county superintendent and the city superintendent—the grade school principal and the high school principal. We need you one and all. If you are a teacher, you are one of us, whether you teach in some out-of-the-way rural school or in the big city school. If you are a college president, you, too, are one of us, whether your college be private or public. We are all in the same business. And ours is a royal business, too, for we deal with the children of the King. Come with us. It is a glorious privilege.

Come, stand up, and be counted.—The 1921 session of the North Carolina Teachers' Assembly comes at a very critical time in the educational history of our State. The special session of the General Assembly meets just a few days

later. The repealers and the reactionaries are abroad in the land. They cry poverty and talk about the burden of taxation. Public welfare work and the public schools are to be sacrificed to make a holiday for demagogues. Our State Superintendent of Public Instruction has done his best for the schools and the school teachers. It is now our time to stand up and be counted. To every nook and corner of the State let us send out our slogan—*Always Forward!*

Organize your local units at once.—The time is short. County superintendents, city superintendents, college and university presidents, organize your teachers into locals, elect delegates, and come to Raleigh Thanksgiving week one hundred per cent strong. The North Carolina Teachers' Assembly does not belong to the officers. It is yours. It is a good thing. Give to it the best you have, then look for the best to come back to you.

And don't forget to be thankful that the women of North Carolina can vote.

R. H. LATHAM, *President,*
North Carolina Teachers' Assembly.

Winston-Salem, N. C., October 24, 1921.

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North Carolina Education

Vol. XVI. No. 3

RALEIGH, N. C., NOVEMBER, 1921

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HOW TO ISSUE AND MARKET SCHOOL BONDS TO THE BEST ADVANTAGE

By S. Wade Marr, of the firm of Durfey & Marr, Raleigh, N. C.

There is no better evidence available that the people of North Carolina are possessed of great faith in the future of their commonwealth than the unprecedented number of bonds which, in these times of earth-wide depression have been voted for public improvements. This faith is commendable, and it is not the mission of this article to argue as to the judgment which prompted the expression of it in uncounted bond issues. It is enough to say that the bond flume is choked with issues for every purpose from building gutters to the construction of great educational plants.

A Difficult Situation

Herein lies a problem that will not in itself be solved. The law of supply and demand has called a halt that results in a general embarrassment to those in charge of the improvements contemplated by the bond issues. Temporary obligations have been created upon the supposition that the bonds would be sold. The advertised date of sale, in many cases, brings no bidder for the bonds. In other instances bids are so worded that the final receipts of the bonded districts represent surprising discounts, and there is a resultant and disappointing shortage of funds for the purpose in hand.

We know of no responsibility during these times that more entitles public servants to intelligent sympathy from their fellow beings while here on earth and to a crown of glory after they leave it, than that of supplying public needs through the sale of municipal bonds. The only comfort now available is in the fact that the next county, or the next township, or the next special district is engaged in untangling the same burdensome Chinese puzzle that threatens to retard the progress of the whole body politic. The smaller the district the bigger the puzzle, and the bigger the puzzle the lesser the consideration given by the outside world. The whole affair is like a tremendous dragon without a nerve center; a ship at sea without a compass; or to get right down into our own back yards, it is like a "chicken with its head cut off." Everybody is kicking and making an effort to stand, but every kick and every effort is but subconscious action, the workings of a sleeping man whose foot is touched into spontaneous movement to be freed from the pestering stimulus but without the "thought center" to attack the stimulus and get rid of it. He moves but to no purpose.

A Way Out Suggested

The slumber of school finances is not peaceful. It is a restless sleep as the many, many men in direct touch with it can testify. Time tends to deepen the bewilderment rather than furnish a way out. But there is a way which sooner or later will be found, and the writer ventures the assertion that, the present chaotic condition regarding especially the school district bonds in North Carolina will not be relieved until the whole affair is centered under the direct control of the State, and the credit of the State is pledged for the funds necessary to make the district school what it ought to be.

I do not mean by this that the building of the district school system in North Carolina should be made possible by a general State tax. On the contrary, each individual unit should vote its bonds and levy its taxes, just as it now does under the restrictions of the State laws; but instead of having to sell these bonds themselves to investors or agents for investors, they should turn the bonds into the State Treasury against payment to them of 100 cents on the dollar. The State in turn would issue its bonds to be sold in an always ready market on the basis of a fair return to the investing public.

Would Not Weaken the State's Credit or Increase The Tax Burden

The district bonds could be pledged as collateral for the State's bonds, and a guarantee thereby being made by the State as to the prompt payment of interest and principal by the district when due. Now, of course, it is realized there are many to say that such a guarantee on the part of the State, would be charged against the credit of the State just as much as though it were a bond issue for general or State-wide purposes. But why should such be the case? Does not every community pay, under the present system, its part to the support of the State Government, and at the same time carry its own local burdens through its own local taxation? The fact that State bonds are issued does not increase the public debt by a single dollar. It merely gives a recognized head to an unknown body and utilizes, with lower interest charges, the public confidence for the public good. State bond issues are based on sources of income, and what more reliable source of revenue could be devised for a basis of bond issues than that to be derived from the ownership of school district bonds in the hands of the State Treasurer? It would most surely not create any extra general tax burden, for

regardless of who holds the district bonds, it is a bona-fide obligation resting on the property of an important political unit of North Carolina.

The question as to the constitutionality of such a plan is not one to be considered in this article. If the plan is feasible, it will meet the requirements of the people; and if in any sense it conflicts with that part of the constitution restricting the State's credit to governmental purposes, the conflict is a feature of the people's constitution which is subject to their will. While it is true that the suggestion herein made would entail a degree of charge against the credit of the State, it could hardly be construed as being an obligation in toto; for back of every dollar of State bonds would be 100 cents of district bonds yielding to the State as large, if not larger, yearly income than that paid by the State to the owners of State bonds.

A Duty the State Cannot Afford to Ignore

It is not intended that all local public financing should be conducted through such channels, but the financing of our schools is of such far reaching consequence that it is hardly possible for the State not to recognize her duty toward it. There are none who can conscientiously contend that the present methods are not crude instruments in the hands of progress. Hundreds of communities in this State are suffering incalculably for the reason that they can not compete in the markets for the funds indispensable to their future educational progress. In the first place such communities generally are not able, nor do they need, to vote a bond issue of sufficient size to gain a hearing from municipal bankers. The expense of investigating a \$10,000 issue is just as great as for a \$200,000 issue, and the larger unit being a center of more activity, has more avenues of appeal to the investing public. During these times, when every community, city and county is making an effort to overcome the stagnation resulting from the inactivity in meeting the normal growth of public demands during the war period, it has come to a veritable scramble for funds in which the better developed communities take the cream from an overfed investor's market, while the less developed take the leavings or nothing.

Are the weak worthy of the strength which only the State can give? I for one of North Carolina's humble citizens, as much as I prize her projected scheme for highways, am not willing to boast of them till the State forgets her commerce and pleasure long enough to do full justice to those who make our future progress possible. While the State can issue bonds for millions in highways, Beulah township is begging for funds to place shingles over enough floor space to shelter her children while they are being trained into an intelligent, industrious citizenship.

This, however, is merely a plan, the suggestion of which provides no means for meeting the present situation among the rural schools of North Carolina. While it is well, in view of the general chaos, to dwell upon some scheme giving the future a brighter aspect, it does not meet the emergencies now prevalent.

Disposing of Bonds Already Authorized

What is to be done with school district bonds already authorized? The first step is for the authori-

ties in charge of the issuance of bonds to familiarize themselves with the laws under which they function. The next step should be to seek expert advice as to the detailed requirements. Numberless issues have been considered in perfect form by those in charge of their sale, but the first opportunity to dispose of them has revealed the fact that many important details had been overlooked in the preparation of the bonds, and as a result, in many cases, the only opportunity for the disposal of the issue was lost. The bonds should be prepared by such people as have been associated with past properly executed issues, thereby giving assurance to the prospective purchasers that every precaution has been taken for the protection of the bond holders.

In the preparation of the sale of the bonds, it is necessary to provide the authority for such issue, which authority should be covered by the resolution of the board giving:

- (1) Purpose of issue.
- (2) Date of bonds.
- (3) Amount of issue.
- (4) Rate of interest. (Date and place of payment.)
- (5) Denomination and form of bond. (Coupon or registered or both.)
- (6) Maturity.

The bonds must be advertised according to law. Such advertisements of sale should give a full description of the issue, the place and time of sale and the time limited for receiving bids, and amount of deposit required with each bid. In addition to newspaper advertising it is advisable to mail facts on the issue to people known to be, or likely to be, interested in the purchase of the bonds. Such notice should carry complete data (including a financial statement of the district), a copy of the advertisement, and a bidding sheet which will be furnished by the house which prepares the bonds.

Legality of Issue Should Stand Acid Test

The legality of the issue should be passed on by a recognized legal firm whose opinions are generally accepted. The purchaser of the bonds will require the district to furnish an acceptable legal opinion before receiving the bonds, and unless the issue has met the approval of a recognized authority, the approval of the purchaser's own attorney will, in all probability, be required in addition to the local attorney's approval. It would, therefore, save considerable time for the board to instruct its own attorney to get in touch with, and secure the opinion of, some generally recognized firm, so that they may assure themselves that every legal detail has been properly cared for before the actual sale takes place. This expense will not be very great, and will be more than offset in the facilitating of bond deliveries, thereby assuring the district of the receipt of funds without undue delay. The enumeration of the legal requirements for the approval of bonds is not necessary in this article as the district's attorney has the facts at hand, and is in a position to supply the necessary information requested by the firm whose approval is sought.

Obey the Law to the Letter

The biggest "Don't" in the whole program of bond issuing is "Don't seek to evade the law under which the bonds are issued". Too many folks in charge of public credit endeavor to justify, by well worded propositions, the sale of securities at less than par as required by law. This procedure is the builder of community dissatisfaction which may contribute to a future undermining of credit. A reputable bond house can ill afford to consider the purchase of bonds except at par as required by law, yet not all bond houses, unfortunately, are above taking a future chance for a present profit, and most certainly the purchaser of municipal bonds in direct opposition to

the requirements of the law, places his funds in a security based on possible repudiation.

It is a duty of the commissioners, or the board, to guard against this possibility. Regardless of how justifiable the repudiation of public debts may be, it nevertheless places a mark upon the community with which the future will reckon in a depreciated credit. As much as our schools are suffering for funds, the writer doubts the wisdom of placing in charge of school financing, that man or men, who with one hand helps to direct the building of character in the next generation and with the other sells the credit of the district at a discount and contrary to law.

FINAL ANNOUNCEMENTS OF THE TEACHER'S ASSEMBLY NOVEMBER 23-25

An outline of the program and the announcement of railroad rates, hotel rates, and the committees on hospitality, as furnished for publication by President R. H. Latham and Secretary A. T. Allen, are matters of important information about the Teachers' Assembly which NORTH CAROLINA EDUCATION is happily privileged to carry to its readers in this last issue before the meeting of the Assembly in Raleigh. The most urgent thing, of course, is that the local units be organized and their delegates be appointed at once. Unless this is done immediately there will not be time for the delegates to make their arrangements and reservations without undue haste and the attendant possibility of confusion and disappointment. Prompt action in organizing at once will go a long way toward making the Assembly the agreeable and profitable occasion it is designed to be.

Wednesday, Nov. 23—City Auditorium

4:30 p. m.—First business meeting. Appointment of committees.

8:00 p. m.—General session. Music and addresses.

Thursday, Nov. 24—City Auditorium

9:30-11:30 a. m.—General session.

12:00-1:00 p. m.—Sermon by Dr. Plato Durham, of Atlanta.

3:00-5:00 p. m.—Departmental Meetings. Places for holding these to be announced.

8:00 p. m.—General Session. Music, Annual Address by the President, and other exercises to be indicated in the full official program.

Reception at the Governor's Mansion after the General Session.

Friday, November 25

9:30 a. m.—Departmental Meetings.

2:30 p. m.—Second business meeting. Election of officers and other business matters.

8:00 p. m.—Final General Session.

In addition to the array of special speakers announced in September and October, President Latham has just sent the following:

"I am able to announce that Mr. Harry Clark, former High School Inspector of the State of Tennessee and now with the Department of Education of the Tennessee Baptist Convention, and Dean Sarah Louise Arnold, of Simmons College, have been secured for the General Sessions of the Teachers' Assembly. Dean Arnold comes at the request of the Department of Home Economics. Her subject will be, 'Safeguarding the Birthright of America's Chil-

dren.' Mr. Clark's address will probably be 'Education as an Investment.'

"Dr. C. Alphonso Smith, whom our people always find delight in hearing, will also be on the list of speakers, his topics to be given out later."

RAILROAD RATES—READ CAREFULLY

The railroads have very generously granted special rates to members of the Teachers' Assembly coming to Raleigh for the meeting. This is set forth in the passenger traffic bulletin I. C. C. No. H-313.

The rates are given on the identification certificate plan. The member desiring to obtain special rates must present to the station agent of the railway company at the point of departure identification certificates bearing the facsimile signature of the secretary of North Carolina Teachers' Assembly. These identification certificates may be obtained from the secretaries of the local unit to which a member belongs, or from the secretary of the Teachers' Assembly. They will entitle the member and the dependent members of his family to a round trip ticket to Raleigh and return for *one and one-half the one way fare*. It will not be worth while to try to buy this return trip ticket unless you hold the identification slip.

HOTEL RATES AND ACCOMMODATIONS

The hotels of Raleigh have agreed to make every possible effort to entertain the teachers in the very best manner that the means at their disposal will warrant. Reservations may be made directly with the hotel proprietors; but they would probably be made more satisfactorily in many cases through the Housing Committee of the Chamber of Commerce and Woman's Club, as explained further on in this article. If the hotel desired should prove to be filled, the Housing Committee could secure accommodations elsewhere more readily than the applicant at a distance could do. The following rates have been given:

YARBOROUGH HOTEL—Rooms without Bath

One person, \$1.50 per day; two or more persons, \$1.25 per day each.

One person, \$1.75 per day; two or more persons, \$1.50 per day each.

One person, \$2.00 per day; two or more persons, \$1.75 per day each.

Rooms with Bath

One person, \$2.50 per day; two or more persons, \$2.25 per day each.

One person, \$3.00 per day; two or more persons, \$2.50 per day each.

One person, \$3.50 per day; two or more persons, \$3.00 per day each.

BLAND HOTEL—Rooms without Bath

One person, \$1.50 per day; two persons, \$2.50 per day.

One person, \$1.75 per day; two persons, \$3.00 per day.

Rooms with Bath

One person, \$2.00 per day; two persons, \$3.50 per day.

One person, \$2.50 per day; two persons, \$4.00 per day.

Cots placed in rooms, \$1.00 each.

HOTEL RALEIGH—Rooms without Bath

Two or more persons, \$1.25 per day each.

Rooms with Connecting Baths

Two or more persons, \$1.75 per day each.

HOTEL WRIGHT—Rooms without Bath

One person, \$1.50 per day; two persons, \$2.50 per day.

Rooms with Bath

One person, \$2.00 per day; two persons, \$3.50 per day.

HOTEL GIERSCH

Rooms, one double bed, two persons, \$1.25 each person.

Rooms, two double beds, two persons, \$1.50 each person.

Rooms, two double beds, four persons, \$1.25 each person.

Rooms, three double beds, three persons, \$1.50 each person.

Rooms, three double beds, six persons, \$1.00 each person.

COMMITTEES ON HOSPITALITY

The Chamber of Commerce will undertake to offer every means of accommodation and entertainment to the teachers that the city of Raleigh can afford. For this purpose the following committees have been appointed:

The Executive Committee—Dr. George J. Ramsey, Chairman.

Reception Committee—Supt. S. B. Underwood, Chairman.

Housing Committee—Dr. J. Richard Crozier, Chairman for Chamber of Commerce; Mrs. E. Clarence Judd, Chairman for the Woman's Club.

Meeting Places—Mr. Charles J. Parker, Chairman.

Information Bureau—Mr. Gorrell Shumaker, Chairman.

Alumni Dinners—Supt. J. C. Lockhart, Chairman.

Grievance Committee—Mr. J. M. Broughton, Jr., Chairman.

Any one wishing to make hotel reservations for the Assembly should write to Dr. J. R. Crozier or Mrs. E. Clarence Judd, of the Housing Committee, and indicate the kind of reservation desired. They will procure it if possible; if not, they will secure other reservations and notify the teacher where to go.

The bureau of information will have an office at the depot where general information will be given out. The office from which assignment to rooms will be made will be in the front of the auditorium.

FINAL MESSAGE FROM SECRETARY ALLEN

In conclusion we are glad to print this very interesting final word from Secretary A. T. Allen:

"The Chamber of Commerce in Raleigh will exercise its best efforts to make the stay of the teachers in Raleigh as pleasant and comfortable as possible.

"The State Spelling Contest is attracting notice and it seems that there will be a number of contestants.

"The general program is comprehensive and timely. The department programs are more specific, but of immediate interest to the members.

"Local secretaries are urged to send in their enrollments as soon as possible, so there will be no mis-

understanding about the delegates and about who is entitled to vote in the general sessions.

"If we can get the support of all the county and city superintendents and college presidents, there will not be much doubt about the enrollment going to 12,000 this time. One of the counties that did not organize last year has already sent in a big enrollment. Three cities have sent in a one hundred per cent enrollment: Burlington, Salisbury, and Concord. Forest City also has one hundred per cent enrollment. The outlook is very encouraging for a large enrollment and for a record breaking attendance."

TO THE ELEMENTARY TEACHERS OF NORTH CAROLINA

For the purpose of stimulating interest in the most recently recognized and defined educational method, and of creating a background for Dr. Charles McMurry's work at the approaching Assembly, we are submitting to you a short questionnaire and bibliography on the Project Method.

We earnestly request that each of you secure, if you have not already done so, at least the two publications of Teachers' College listed in the Bibliography as Nos. 4 and 12, total cost 80 cents.

Let us urge the president of each local to lead these discussions or to have one of the members do so.

BETTY AIKEN LAND, *President Primary Teachers*,
JANE C. SULLIVAN, *Pres. Grammar Grade Teachers*.

QUESTIONNAIRE

1. What is meant by the term Project?
2. Discuss the four types of the project method, setting up steps used in the development of each.
3. Do you consider this method psychologically and pedagogically sound?
4. What are its dangers?
5. Can project and drill be synthesized?
6. Are you using the project method in your school? If not, why?
7. Do you advocate an entire project curriculum? If not, where should it be placed, and to what extent should the organization of subject matter be modified?
8. Defend this statement: "Since the unit of worthy living is the project, the project should be the unit of school procedure; it utilizes the laws of learning; it leads to moral living."

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THE LESSON PLAN IN HISTORY AND CIVICS

By William Thomas Laprade, Department of History, Trinity College, Durham, North Carolina.

After an instructor has arrived at a clear notion of the general program for the entire course in some such manner as was suggested on this page last month he is ready to begin the day to day process of teaching, that is of arranging lesson plans and trying to make them effective in the class room. It is well to bear in mind in any consideration of pedagogical methods that the ultimate test of a method of teaching is its effectiveness with pupils in the class room. No theory of teaching is sound, however plausible it may seem when stated, unless the teacher who has the responsibility can make it work for the pupils under his immediate charge. True the difficulty may lie in the teacher or pupils rather than in the plan itself, but the problem in education, until better arrangements can be made, is to give the pupils in the existing schools the best possible education with the teachers that are available.

Just as the easiest plan to make for a year's work in history or civics is the outline used by the author of the prescribed textbook, so the easiest lesson plan for a day's work is one of the author's chapters with the paragraph and topic headings it usually contains. I am sometimes in doubt whether these supposed helps are of real assistance to a teacher. It is too easy merely to accept this arrangement of the facts furnished ready for use, and one is tempted to let it serve rather than try to devise another better suited for the teaching of the pupils immediately concerned.

Now we may agree at once that not many teachers will improve on the outlines used by the authors of books that deserve to be prescribed in the schools. That is not the point. The trouble is that merely to read, even with apprehension, and to memorize the interpretations of historical facts made by another affords a minimum of opportunity for constructive critical thought on historical and social questions. Indeed, as we have suggested several times before, it is easier to retain in the memory the information gathered from study of a book if the pupil is induced to exercise himself in thinking about the facts in his own terms and in the discussion of questions that have been raised for him or by him in a way somewhat different from that followed in the book.

On the theory that all good teachers will agree with the above, we shall in this article consider the fundamental problems of a teacher who faces the daily task of getting ready to meet a class in history or civics. This discussion is, of course, from the point of view of the teacher rather than of the pupil; it is perhaps not necessary to say that these are two essentially different points of view. The methods of study practised by a teacher are naturally different from those that will be most helpful for the pupils.

The first thing for a teacher to decide in making preparation for a lesson is the main object to be accomplished by the class exercise. It is well for the less experienced teacher to formulate this aim in definite terms and to write it out as briefly and as simply as possible. Unless the aim is something capable of

being thus stated there is every chance that the class period will be largely wasted. It is a lucky accident if a marksman hits a target when he does not know at what he is shooting and does not take deliberate aim, and few teachers will accomplish much unless they determine in advance what they are trying to accomplish. This seems almost too obvious a fact to set down here, but I venture to say that there are more teachers of history in the schools who go into the class room with no definite aim except to cover the assignment in the book than there are who have previously selected a goal for the work of the hour.

Obviously it is not necessary that this aim be stated to the pupils at the beginning of the period; in fact the successful teacher may not have to state it to the pupils at all in so many words. This conscious aim of the teacher is rather a sort of governing principle to guide him in planning the exercise for the class. It usually ought to come to the pupils as a culminating result of the exercise thus planned.

Having decided upon the main undertaking for a class exercise, the teacher will next, in the light of that decision, proceed to select the particular facts in the lesson assigned or to be assigned best calculated to serve that aim. In other words, this second task is to devise duties to prescribe for the pupils or things to tell them which will have the effect of accomplishing the result previously determined as the aim of the hour. The fewer these points are and the simpler and more logical they can be made the more likely will the pupils be to follow the argument to its logical conclusion and to arrive at the desired end.

The last, but by no means the least important task that the teacher faces in planning a lesson in history or civics is the question of how to introduce the subject to the attention of the pupils. If the interest of the members of the class is secured at the beginning of the hour it is much easier to hold it than it is to regain their attention after once leaving the impression that there is nothing very definite or very important in store. It is scarcely possible to emphasize too much the necessity of an effective beginning of the hour if it is to have a successful ending.

Some teachers, however, who have come to appreciate the importance of attracting the attention of pupils in the beginning have not understood that it does little good to attract attention unless there is something to follow that will hold it. The same mistake is made by many inexperienced public speakers. Observing that others use an anecdote or a bit of humor as an affective introduction, they adopt this method of attracting attention, forgetting that a story which is not pertinent tends to take the mind of the audience away from the subject of the moment and so it is as likely to be a hindrance as a help.

A teacher, therefore, should be careful that in planning an introduction to attract the attention of the pupils he is leading up to the subject that is being studied, and that in a way that will tend to eventuate in the aim he has set for his immediate goal.

Now planning lessons in this way and so arranging them that they will link up and contribute their share to illuminate the road the class is to travel for the year is no easy task. But then nobody who understood ever said that teaching history and civics is child's play. They are probably the most difficult subjects to teach effectively in the curriculums of the schools.

Unfortunately all too many teachers who have the task of teaching these subjects, when they consider the

possibility of undertaking to make plans of the sort here suggested are made keenly aware of their lack of preparation for the task. That difficulty cannot be remedied at once. But the teacher who begins to make definite efforts to plan his work in some such way as has been suggested will in the process do somewhat to fit himself for the task. And should the opportunity later come for further study of the subject he will be in a better position to profit from that opportunity.

TEACHING POETRY IN THE GRADES--II

By Susan Fulghum, State Department of Education

Note by the Editor—A list of poems for the first grade appeared in the October number of *North Carolina Education* and a list for the third grade will appear next month. Miss Fulghum's introduction to the series will be found in the October number. It contains suggestions for teaching and memorizing which should be carefully read by every teacher who undertakes to teach these delightful poems to the children of the grades.—W. F. M.

POEMS FOR THE SECOND GRADE

The following poems are suggested for memorizing in the second grade.

WHO HAS SEEN THE WIND?

Christina G. Rossetti

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads
The wind is passing by.

MY SHADOW

Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller, like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way,
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nurse as that shadow sticks to me.

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an errant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

WHERE GO THE BOATS

Robert Louis Stevenson

Dark brown is the river,
Golden is the sand,
It flows along forever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating—
Where will all come home?

On goes the river,
And on past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore.

THE ROCK-A-BY LADY

Eugene Field

The Rock-a-by Lady from Hush-a-by Street
Comes stealing; comes ereeping;
The poppies they hang from her head to her feet,
And each hath a dream that is tiny and fleet—
She bringeth her poppies to you, my sweet,
When she findeth you sleeping!

There is one little dream of a beautiful drum—
"Rub-a-dub" it goeth;
There is one little dream of a big sugar plum,
And lo! thick and fast the other dreams come
Of pop-guns that bang and tin tops that hum,
And a trumpet that bloweth.

The dollies peep out of those wee tiny dreams,
With laughter and singing!
And boats go a-floating on silvery streams,
And the stars peek-a-boo with their own misty gleams,
And up, up, and up, where the Mother Moon beams,
The fairies go winging!

Would you dream all these dreams, that are tiny and fleet?
They'll come to you sleeping;
So shut the two eyes that are weary, my sweet,
For the Rock-a-by Lady from Hush-a-by Street
With poppies that hang from her head to her feet,
Comes stealing; comes ereeping.

GOOD NIGHT AND GOOD MORNING

Lord Houghton

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work and folded it right,
And said, "Dear work, good night, good night!"

Such a number of rooks came over her head,
Crying "Caw, caw!" on their way to bed,
She said, as she watched their curious flight,
"Little black things, good night, good night."

The horses neighed, and the oxen lowed,
The sheep's "bleat! bleat!" came over the road;
All seeming to say, with a quiet delight,
"Good little girl, good night, good night!"

She did not say to the sun, "good night!"
Though she saw him there like a ball of light;
For she knew he had God's time to keep
All over the world, and never could sleep.

The tall pink foxglove bowed his head;
The violets curtsied, and went to bed;
And good little Lucy tied up her hair,
And said, on her knees, her favorite prayer.

And while on her pillow she softly lay,
She knew nothing more till again it was day;
And all things said to the beautiful sun,
"Good morning, good morning! Our work is begun."

SEVEN TIMES ONE

Jean Ingelow

There's no dew left on the daisies and, clover,
There's no rain left in heaven;
I've said my "seven times" over and over—
Seven times one are seven.

I am old! so old, I can write a letter,
My birthday lessons are done;
The lambs play always, they know no better;
They are only one times one.

O Moon! in the night I have seen you sailing
And shining so round and low;
You were bright! ah bright! but your light is failing;
You are nothing now but a bow.

You Moon, have done something wrong in heaven,
That God has hidden your face?
I hope if you have you will soon be forgiven,
And shine again in your place.

O velvet Bec, you're a dusty fellow,
You've powdered your legs with gold!
O brave marsh marybuds, rich and yellow!
Give me your money to hold.

O Columbine, open your folded wrapper
Where two twin turtle doves dwell;
O Cuckoo-pint! toll me the purple clapper,
That hangs in your clear, green bell.

And show me your nest with the young ones in it,—
I will not steal them away;
I am old! you may trust me, Linnet, Linnet,—
I am seven times one today!

THE VIOLET

Lucy Larcom

Dear little violet,
Don't be afraid!
Lift your blue eyes
From the rock's mossy shade.

All the birds call for you,
Out of the sky;
May is here waiting,
And here, too, am I.

Why do you shiver so,
Violet, sweet?
Soft is the meadow grass,
Under my feet.

Wrapped in your hood of green,
Violet, why
Peep from your earth door,
So silent and shy?

THE BLUEBIRD

Samuel Taylor Coleridge

I know the song that the bluebird is singing,
Out in the apple tree where he is swinging,
Brave little fellow! the skies may be dreary,
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's saying,
Up in the apple tree, swinging and swaying:

"Dear little blossoms, down under the snow,
You must be weary of winter, I know;
Hark! while I sing you a message of cheer,
Summer is coming and springtime is here!

"Little white snowdrop, I pray you arise;
Bright yellow crocus, come, open your eyes;
Sweet little violets hid from the cold,
Put on your mantles of purple and gold;
Daffodils, daffodils! say, do you hear?
Summer is coming, and springtime is here!"

ANSWER TO A CHILD'S QUESTION

Samuel Raylor Coleridge

Do you ask what the birds say: The sparrow, the dove,
The linnet and the thrush say, "I love and I love!"
In winter they're silent—the wind is so strong;
What it says I don't know; but it sings a loud song.
But green leaves and blossoms, and sunny warm weather,
And singing and loving—all come back together.
But the lark is so brimful of gladness and love,
That he sings, and he sings; and forever sings he—
"I love my Love, and my Love loves me!"

DISTINCTIVE WORK AND PLANS OF THE HENDERSONVILLE TEACHERS

By A. W. Honeycutt, Superintendent Hendersonville Graded Schools

The teachers of the Hendersonville City Schools, meeting Monday afternoon, October 24, organized their local unit of the North Carolina Teachers' Assembly, with 100% membership. This organization will be separate from the County Teachers' unit, and will map out a constructive program for their winter's work, though the two units may unite in some of their big educational endeavors.

A discussion of a suitable program for organized effort through this body ended in the general agreement that a county high school, located in the Hendersonville district, should be the year's big objective. The value of this was made apparent by statistics furnished by the High School Principal, T. W. Valentine, showing the desirability of this location, the economy of the proposed plan both to county and city, and the tremendously increased advantages to both rural and city children in having all efforts placed in one spot. Further steps toward working out this plan will be taken up at a later meeting.

Delegates to the meeting at Raleigh were elected, including the Superintendent, who was given the right to fill vacancies, should any occur, in order that the Hendersonville unit might have its full quota of representatives.

A number of other matters came before the teachers, including organization of Reading Circle groups, and plans for a number of school entertainments. The first of these is the celebration of Armistice Day. Each grade, and the High School, will prepare separate programs for this day, these to be rendered on the morning of that day. Following this, the entire school will form in the parade, and the higher grades will hear the address.

The Hendersonville branch of the Teachers' Assembly, which also had one hundred per cent membership last year, bears the distinction of being the only unit that has ever attended the Assembly in a body, and one hundred per cent strong. This distinction was attained last year when the State meeting was held in Asheville.

Remember that you can send NORTH CAROLINA EDUCATION, Raleigh, N. C., your subscription for

The Normal Instructor	\$2.00
Primary Education	\$2.00
The Popular Educator	\$2.00
National School Digest	\$3.00
Journal of Educational Method	\$3.00
American School Board Journal	\$3.00
Journal of Education (weekly)	\$3.00

OUTLINE OF "PUBLIC EDUCATION IN NORTH CAROLINA"

By Edgar W. Knight, School of Education, University of North Carolina, Chapel Hill, N. C.

I.

Preface and Chapters I to IV, Inclusive

What do you understand by the term "history of education"? By the term "professionalizing the teacher"? How can the history of education be of help to the teacher? What is the practical value of the subject?

CHAPTER I. Why was educational growth slow in colonial North Carolina? Study the questions at the end of this chapter, noting especially 1, 2, 3, 6, 7, 8, and 9.

CHAPTER II. Study the suggestions at the end of this chapter, noting especially questions 1, 3, 4, 5, 6, 8, 9, 10. Is there anything in our modern educational system which suggests the principle of the old apprenticeship system?

CHAPTER III. Distinguish between North Carolina under the lords proprietors and under royal ownership. Note any change in education after the change in ownership in 1729. Study questions 4, 5, 6, 7, 8, 9 and 10, at the end of the chapter.

CHAPTER IV. Read this chapter carefully, noting anything of educational or historical interest in your county during the time covered by the period discussed here. What academies were in your county? Study questions 3, 4, 5, 6, 7 and 8. Discuss in your teachers' meeting questions 9, 10 and 11. Consider questions 12 and 13 and discuss the method of teaching referred to in 13.

II.

Chapters V to VIII, Inclusive

CHAPTER V. Read this chapter carefully, studying the report made by Murphey in 1817. How did his plan for a school system differ from the one proposed by Walker the same year? Study questions 1, 2, 4, 5, 7, 9 and 10. What arguments did the governors of the period use in recommending the establishment of schools?

CHAPTER VI. Note the growth of sentiment in favor of the establishment of a school fund. Note the origin of the fund established in 1825, trace its growth, and study its uses before the war, its final loss, and its reorganization in 1903. Then study all the questions at the end of the chapter, noting especially 1, 2, 3, 4, 6, 7, 10 and 11.

CHAPTER VII. Why was so little accomplished for education between 1825 and 1837? Study the open letter which appeared in *The Raleigh Register*, and quoted in this chapter, and note the arguments made against education. Have you ever heard in your community similar arguments against public educational improvement? Study the letters of Dr. Caldwell given in this chapter. Then note questions 2, 3, 4, 5, 6, 8 and 9.

CHAPTER VIII. Compare the law passed in 1839 with the present school law of the State. Compare

the course of study provided for by the earlier law with the present course of study for the schools. Consider and discuss questions 1, 2, 4, 5, 6, 7, 8 and 9.

III.

Chapters IX and X, Inclusive

CHAPTER IX. Compare the growth of the school system under Wiley to the educational development in the State during the so-called experimental period. What difficulties confronted him? What were his actual educational achievements? How does he compare with Horace Mann and Henry Barnard? What was his educational philosophy? What were Braxton Craven's contributions to public education in North Carolina? Note his educational philosophy. How has the examination and certification of public school teachers in the State improved since Wiley's administration? What improvement is still needed to insure a more professionalized body of teachers in the State? Criticise the school system between 1853 and 1860. What educational influences did North Carolina have on other Southern States? Why were so few women engaged in teaching in North Carolina before the Civil War? Study carefully questions 10, 11, 13 and 14.

CHAPTER X. Note the great variety of texts in use in the State before 1860. Make a search for any old books in your community and compare them with texts now in use in the State. How were texts adopted in the State before the war? How are they adopted in the State today? What is your criticism of the present method of adopting school books in North Carolina? Have you ever seen a copy of *The New England Primer*? Of *Pike's Arithmetic*? Of *Jess's Arithmetic*? Of *Morse's Geography*? Note the description of educational conditions in Burke, Alamance, Union, and Wilkes counties in 1857. What was a "noisy" school? Study all the questions at the end of the chapter, noting especially 2, 3, 4, 5, 6, 7, 8, 11, 12 and 13.

IV.

Chapters XI to XIV, Inclusive

CHAPTER XI. Read this chapter carefully, and then study the questions given at the end, noting especially 1, 2, 3, 5, 6, 7 and 8. What was the actual influence of the war on education in the State? In the South?

CHAPTER XII. What were the educational conditions in the State during the Reconstruction period? Study questions 1, 2, 3, 4, 5, 7, 8, 9 and 10. Compare the program of the Teachers' Association in 1874 with the program of the last Teachers' Assembly held in the State.

CHAPTER XIII. Read this chapter and note the principle on which appropriations were made from the Peabody Fund. How much aid did your com-

munity receive from this endowment? Study the questions at the end of the chapter, noting especially 3, 5, 6, 7 and 8.

CHAPTER XIV. Note the messages of the governors after 1876 and their arguments for increased educational advantages. What were the defects of the school system between 1877 and 1900? Study questions 1, 2, 3, 4, 7, 8, 9, 10, 11, 12 and 13.

V.

Chapters XV to XVII, Inclusive

CHAPTER XV. Why is Charles B. Aycock known as the "educational Governor" of North Carolina? What were his educational achievements? Who were his co-laborers for educational advancement? What

were the actual educational conditions in the State when he was elected Governor? Compare educational conditions then with conditions in 1860. Discuss the educational campaigns of 1902-04. Study questions 2, 4, 5, 6, 7, 8 and 9.

CHAPTER XVI. Read this chapter carefully and then note the questions at the end, paying especial attention to 1, 2, 3, 6, 7, 10, 11 and 12.

CHAPTER XVII. This chapter was contributed by former State Superintendent James Y. Joyner and contains his own prophecy for the future development of public education in North Carolina. Read it carefully and note the educational achievements yet to be made in the State.

PLAN FOR STUDY OF CLARK'S PHYSICAL TRAINING IN THE ELEMENTARY SCHOOLS

By Susan Fulghum, State Department of Education

A careful study and practice of the physical exercises given in this book, by the teachers in their group or departmental meetings, should enable the untrained teacher to carry on physical training in her school with gratifying results in the physical improvement of her pupils and the general toning-up of the entire school life.

GENERAL SUGGESTIONS

Wherever possible ten meetings should be held. Since the work is outlined by grades, it is suggested that the games, rhythmic plays, etc., for one grade be taken up at each meeting. At the meetings the time should be spent by the teachers in playing the games, story plays, rhythmic plays and formal gymnastics as given for the grade. All the teachers present should heartily join in these exercises. In this way they will become familiar with the various forms of physical training and can use them with their pupils. The first chapter in the book, "Directions for Teaching the Lessons," should receive careful study in connection with the work of each grade and will therefore, be discussed or referred to at every meeting.

LESSON I—A STUDY OF FIRST GRADE WORK

Story Plays—For a study of this chapter, it is suggested that sometime before the meeting, a number of teachers be assigned the work in story plays for a special study and asked to come to the meeting prepared to play and to lead in the playing of three or four of the plays given for the first grade. The following story plays are suggested: Picking Apples, Raking Leaves, Christmas Toys, The Circus.

Games—Other teachers should make a special study of the games given for the first grade and be ready at the meeting to lead in the playing of some of these by all the teachers present. Any games listed for this grade may be selected. The following are suggested as they have been found to be favorites with little children: Cat and Mice, Mulberry Bush, The Farmer in the Dell, Looby Loo, Squirrel and Nut, Go Round and Round the Village.

Rhythmic Plays—Another group of teachers should be asked to practice the rhythmic plays and at

the meeting teach some of these to all present. Rhythmic plays should always be accompanied by music; if a piano or victrola is not available, the leader may sing or clap hands. The following rhythmic plays are suggested: The Shoemaker; Chimes of Dunkirk; Baa, Baa, Black Sheep; Danish Greeting; I See You.

WORK FOR GRADES I TO VIII

This same plan can be adapted to the study of the work as given for each grade. If a few games and exercises are selected and assigned to groups of teachers to present at the meetings definite progress will be made and these same exercises can be carried back to the school rooms and given to the children.

DEMONSTRATION BY PUPILS

A study of the exercises in physical training for the grades could be covered at eight meetings. After this work has been completed, it is suggested that two meetings be held, at which demonstrations would be given by pupils of the work as it has been carried on in the schools. The first demonstration, could be given by the children in the first three grades. Let them present some of the story plays, games and rhythmic plays which they have enjoyed during the year. The other demonstration, by pupils from the grammar grades, would not only consist of games and rhythmic plays but formal gymnastics would be given, thus affording all present the opportunity to see the great value of these exercises.

GROUP PLAN FOR READING CIRCLE WORK AT WELDON

By W. B. Edwards, Superintendent of Weldon Graded Schools

I am dividing my teachers into two groups for reading circle work, namely, high school and elementary. For the high school group, "The Redirection of High School Instruction" has been selected. "Moral Education in the School and Home" was chosen for the others.

We shall have the five-meeting plan of conducting the work.

The superintendent will study "The Administration of Rural and Village Schools."

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PITH AND PARAGRAPH

Get ready to attend the Teachers' Assembly in Raleigh, November 23-25. It promises to be a meeting great in size, in interest, and in constructive work.

Roanoke Rapids has just completed a magnificent high school building, at a cost of nearly a half million dollars. It has twenty-five classrooms and an auditorium that will seat about two thousand people.

Read the article by Mr. S. Wade Marr on the marketing of school bonds. It is a live topic now, and unless you are a very exceptional financier, you will find the reading both interesting and profitable.

North Carolina Day and Armistice Day should be made a great occasion. November 11th should be fittingly observed by all schools of the State. The bulletin distributed to the schools should be preserved for future reference.

That was an excellent thing done by the Rotary Club in Fayetteville when it put through a "Back-to-School Campaign" for the purpose of getting back into school a large number of boys who fall out before graduation.

"Excellent opening", "large attendance", "record enrollment", "overcrowded", "smash record," are familiar terms these days. The children are going to school. It is now up to the other parties to the contract to get results.

After September 1, 1927, no person may be employed in any school in Pennsylvania who does not show graduation from an approved college, university or normal school, or who does not show evidence of equivalent education.

Superintendents should keep an accurate account of the local tax districts and see that the funds are kept separate. The auditors' reports coming in give much evidence that superintendents in the past have paid little attention to these records.

Mr. Superintendent, have you got your Reading Circle work going yet? You can hardly begin it too soon. The plans of Supt. Edwards at Weldon, Supt. Holton at Marion, and Supt. Honeycutt at Hendersonville may interest you. Find them all in this issue.

The school register is the most important record which the teachers are required to keep. It must, therefore, be kept accurately and should be up-to-date. Teachers are required also to make reports. These cannot be made accurately unless the register is accurately kept. The prompt settlement of the teacher's salary accounts should depend upon these records.

President Latham, of the Teachers' Assembly, and Superintendent Latham, of the Winston-Salem schools, will need his dual capacity to receive and carry the congratulations sure to be tendered him upon the results of the recent bond election in his good town, which gave him an additional \$1,000,000 for schools and also voted \$100,000 for parks and playgrounds.

See that an early day is set for the organization of your local unit of the Teachers' Assembly. Be sure to attend. And do not forget that there are two eminently desirable distinctions: one hundred per cent membership in the Teachers' Assembly, and a one hundred per cent subscription list for NORTH CAROLINA EDUCATION. Do your best to win both distinctions.

The Hendersonville teachers, under the lead of Supt. A. W. Honeycutt, have organized a Teachers' Assembly unit that is separate from the county unit. They will plan a program of their own for the winter's work, but may be expected to co-operate heartily with the county unit in the larger educational tasks. An interesting account of it is given by Superintendent Honeycutt on another page.

If your superintendent is a thoroughgoing executive he is bound to "form judgments concerning your work." Honest, now, what would you put in it if you were writing a report on yourself for him to sign as his own? Supt. R. D. Carver, of Hickory, has printed a list of "Self-Judgment Questions" under seven heads. He might send you a copy if you write and ask for it. It is a suggestive sort of score-card for self-measurement.

In Pennsylvania summer courses are maintained in each of the State Normal Schools for a period of nine weeks. Five thousand teachers were enrolled during the past summer. Twelve colleges and universities maintained similar terms and twenty-five hundred teachers were enrolled in them. Should North Carolina increase the length of its summer school term from six to nine weeks?

KNOW THE EDUCATIONAL HISTORY OF YOUR STATE

We wish that every teacher and superintendent in the State might know and own Dr. E. W. Knight's *Public School Education in North Carolina*. There is not a notable school of pedagogy in the country that does not include the history of education in its course of study. Similarly, an acquaintance with the history of public education in North Carolina should form a part of the informational equipment of every teacher connected with its public schools.

A fine thing it would be for a study of *Public School Education in North Carolina* to be included in every Reading Circle course in the State this fall and winter. Already we understand it has been adopted in two counties. It is not to be contended that such a study will contribute indispensably to the teachers' merely technical training, but it will contribute indispensably to the enrichment of the teacher's mental possessions and equipment for leadership. Uncomfortable indeed would be the plight of that teacher or superintendent who should be called on to represent his people at home or abroad and be found utterly unenlightened about his own State's educational history. Besides, the present is best understood and judged in comparison with the past; and the lamp of experience always makes a good headlight with which to set out on one's path into the future. Ignorance of the State's public school history may have been in some degree excusable before the publication of such a book as Dr. Knight's, but it is no longer excusable now.

Hitherto, *Public School Education in North Carolina* has been obtainable through the publishers and bookstores at the regular price of \$2.00. But for some time the editor has desired to work out a plan under which NORTH CAROLINA EDUCATION could be of service to its subscribers by making the book more easily obtainable and by securing for them a lower price than \$2.00. It was with much satisfaction, therefore, that in a recent conference with Mr. H. M. Hebden, representative of Houghton Mifflin Company, the publishers, we succeeded in arranging to mail the book from Raleigh and in securing the following special prices for subscribers to NORTH CAROLINA EDUCATION:

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North Carolina Education, beginning with September, \$1.50
Public School Education, by Dr. Knight, regular price, 2.00

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Our Special Price for both, only\$3.00

TO NEW SUBSCRIBERS IN CLUBS

To subscribers in clubs, Dr. Knight's book will be mailed postpaid for \$1.60 in addition to the club price of North Carolina Education, which is \$1.40 each in clubs of two to four; \$1.25 each in clubs of five to nine; \$1.00 each in clubs of ten or more.

To those who are already subscribers to North Carolina Education, Dr. Knight's book will be mailed postpaid, single

copies for \$1.70, or in clubs of ten copies or more for \$1.60 each.

Remit by money order or by check on a national bank; otherwise, kindly add ten cents which the banks here charge for exchange. Make remittances payable to W. F. Marshall, Publisher, Raleigh, N. C.

TO NON-SUBSCRIBERS

To those who are not subscribers to North Carolina Education and do not wish to be, Dr. Knight's book will be mailed postpaid, single copies for \$2.00 each, or in clubs of ten copies or more for \$1.80 each.

Provide yourself at the earliest opportunity with a copy of Dr. Knight's book, and then by intelligent study appropriate its contents to the broadening of your professional knowledge and the enrichment of the professional quality of your mind. At least five thousand teachers in the State should read *Public School Education in North Carolina* this fall and winter.

ASK FOR YOUR BACK NUMBERS

When their clubs for NORTH CAROLINA EDUCATION were made up a few weeks ago, Supt. Moore at the Caldwell teachers' meeting and Supt. Carson at the Stokes county meeting supplied most of the subscribers with the September and October numbers, but did not have enough copies to supply them all. It is not unlikely that for similar reasons subscribers in other counties have not yet had these two important issues.

This November number, however, will go to all the subscribers enrolled up to this writing, and it is hoped that every one who missed the September and October issues will write to the publisher and ask for these back numbers. We not only hope they will do this, but we wish to make a very earnest request that they do so, and do so at once while we can supply the issues missed. A little later on it may be that the supply will be exhausted and the copies desired cannot be furnished. Write for your back numbers now.

EXHIBIT OF SCHOOLHOUSE ARCHITECTURE

A new feature of the Teachers' Assembly which should interest and benefit superintendents, boards of education, and also the teachers, will be the exhibition of school architecture in the auditorium of the Woman's Club building during the session of the Teachers' Assembly. The exhibition will be under the immediate supervision of Mr. J. J. Blair, Director of Schoolhouse Planning, who believes that no such collection of schoolhouse designs and plans as this one has heretofore been assembled.

He is working to have all the architects of the state exhibit the plan of a building which has recently been constructed or one that is in contemplation. The exhibition will be on display both during the day and at night, so that all visitors and interested citizens will have an opportunity of inspecting and comparing the very latest designs in schoolhouse construction. Do not miss this display.

MODERN HOUSING PLANS ON EXHIBIT

The Director of Schoolhouse Planning furnishes a partial list of new buildings which have just been completed or will be ready for occupancy early this fall. Among them are some of the most beautifully designed and well constructed buildings which the State possesses. The list includes the following:

Bethel Hill,	Hickory,	Reidsville,
Carrboro,	Jackson Training School,	Roanoke Rapids,
Cliffside,		Ramseur,
Churchland,	Lakeside,	Scotts,
Coats,	Lakewood,	Stoneville,
Cobb Memorial	Lewiston,	Statesville,
(Caswell Rock	Lexington,	Snow Hill,
Academy),	Monroe,	Selma,
Concord,	Monroe,	Townsville,
Emma (Buncombe	Morehead City,	Wilmington,
County),	Mount Airy,	Whitakers,
Farmville,	Oxford,	Weaverville
Glen Alpine,	Pomona,	(Buncombe
Graham,	Plymouth,	County).
High Point,	Reids, Tyro,	

For the information of superintendents and teachers, the different floor plans, indicating the arrangement of regular and special classrooms and elevations of a number of these buildings, will be shown in the exhibition of school architecture which will be held during the Teachers' Assembly. The total cost of the group of buildings named above is estimated to be well beyond \$3,000,000.

IS THERE A BETTER WAY?

For more than a year the various school units of North Carolina have been voting issues of school bonds at the rate of approximately \$1,000,000 a month. Mr. John J. Blair, Director of Schoolhouse Planning, has just prepared a partial list of these, numbering something more than a hundred elections, which shows an aggregate of more than \$14,000,000 on bonds voted within a period of about fourteen months.

Each unit, no matter how small and unknown it may be, must market its bonds alone, for few, if any, are known on the big bond markets. Is this the better way, or should there be a form of State aid applied in the issuance and sale of all bonds voted for school purposes? This is a tremendously important question, important right now.

NORTH CAROLINA EDUCATION is fortunate to be able to print in this issue the fine discussion of this whole school bond question by Mr. S. Wade Marr. It is commended to the careful and earnest consideration of every one of our readers. Especially should the educational leaders in every community of the State give the matter most serious thought before the meeting of the Teachers' Assembly, in order that, if deemed advisable, it may be properly presented to the special session of the General Assembly for appropriate and immediate legislation.

IMPORTANT ARTICLES IN RECENT NUMBERS

In recent issues of NORTH CAROLINA EDUCATION, there have appeared several important articles, the timeliness of which endures beyond the mere month of their publication. Some of these articles, which few, if any, readers of NORTH CAROLINA EDUCATION will wish to miss altogether, are, for convenience in locating and procuring them, listed below by months.

So long as there is a supply of these numbers available, they will be mailed postpaid for fifteen cents each, or will be supplied on all regular subscriptions that begin with the September issue.

SEPTEMBER, 1921

Duty of School Officials to See That School Funds Are Kept Separate. By E. C. Brooks.

Knell of the Old Toll Gate—Suggestion for a School Project. By W. F. Marshall.

Reading Circle Work for 1921-22. By E. C. Brooks.

Use of Textbooks in Teaching History. By W. T. Laprade.

OCTOBER, 1921

County Government and Public Education. By E. C. Brooks.

Outline for Study of Bonser's "Elementary School Curriculum." By Mrs. T. E. Johnston.

Planning the Work of a Course in History. By Wm. T. Laprade. The Second in a Series of Articles on Planning Work in History and Civics.

School Management Course in Union County Summer School. (A Committee Report by Ben M. Williams.)

Teaching Poetry in the Grades (With a number of poems to be taught). By Susan Fulghum. This is the first in a series of three articles, the second and third articles consisting of poems for study by the third and fourth grades, respectively. The third article may be expected in the December issue.

PLANS FOR READING CIRCLE WORK AT MARION

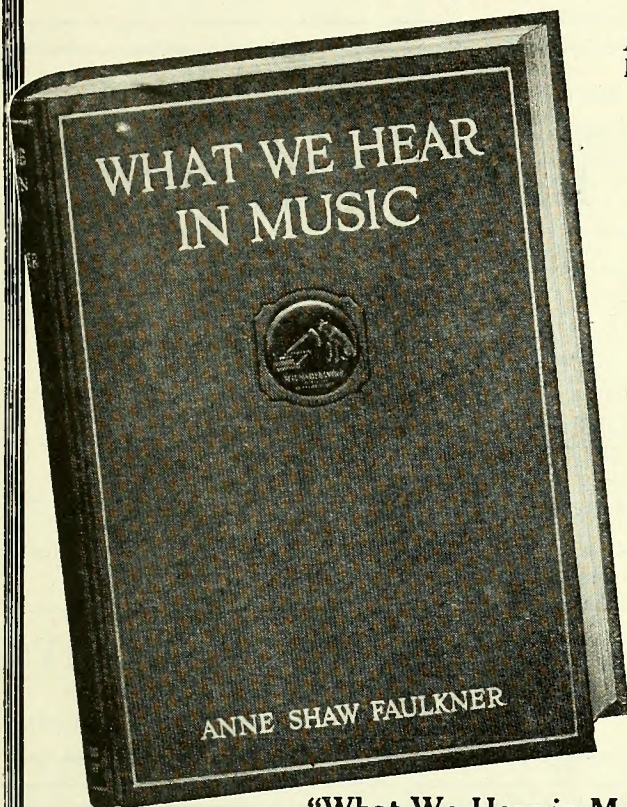
By T. A. Holton, Superintendent of Marion Graded Schools

We have selected "Physical Training for the Elementary Schools" for two reasons: (1) we did not study it last year; and (2) we are devoting special attention this year to physical activities. This is a long-felt need here, and with the aid of what we can get from that book we hope to add much interest as well as correct a few things which have been neglected. In addition to the appointed leaders, we shall use each teacher as a leader for at least one lesson or chapter suited to her needs and wishes. The book is well adapted for such a plan.

For the high school teachers, "The Junior High School" book has been adopted. We desire to give this a very close study this year, preparatory to putting what is learned from it into practice in 1922-23. We hope to have our new high school building ready by next September. This school will then be ready for the Junior High School work. Therefore, by making a close study of this book, we hope to be better prepared to avoid errors and to put the Junior High School in or leave it alone.

The date on your label shows whether your subscription is about to expire or not. Please renew promptly so as not to miss a single copy. The price is \$1.50 a year.

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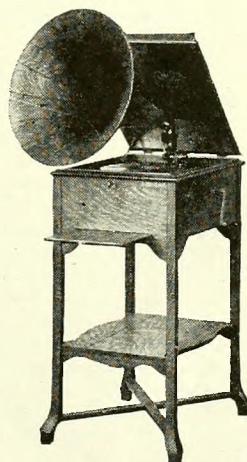
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State School News

SCHOOL NEWS BRIEFS

October 6 was educational day at the Hickory Fair. All the school children of the county were admitted free.

The East Spencer school people are happy in the recent occupancy of their new three-story building of brick and stone. The school is making steady progress under the direction of Prof. L. L. Smith, the newly chosen superintendent, and a splendid corps of teachers.

Snow Hill opened its new \$100,000 school building early in October, and its people have a right to be proud of their building and their school. The high school department has 85 pupils. The new superintendent, Mr. R. W. Isley, and his excellent faculty are making good use of their opportunities and new facilities.

The first order for consolidation, providing for transportation of pupils to schools in the county, has just been made in McDowell County. A large strip of country lying between Greenville and Sugar Hill was made a part of the Stroudtown district, and hereafter the children in this territory will be transported by truck to the Stroudtown school. The territory has a census of about fifty children.

SCHOOL NOTES FROM STANLY COUNTY

To the Editor:

On April 12, 1921, Stanly County held a special election for special county-wide school tax, and an educational campaign was carried on for a month previous to the election. However, the election failed to carry, but the campaign aroused the educational interest in the county. It showed the weak points in the school system, and that greater interest in the school work was needed. As a result of the campaign, thirteen school districts have voted local tax since that time. This is a direct result of the campaign, and it is felt that it is only a matter of time until this county-wide election will be called for again, and the outlook is very good for this success. Few counties have such advantages to gain from the county-wide system, for more than 50 per cent of the wealth of Stanly county is wealth of large corporations, and such a county-wide system means that every rural district will receive a large portion of its support from corporate wealth. Such a system will also aid greatly in consolidation, for there will be no small tax districts in the way.

* * *

The largest building program in the history of the county is being completed this year. A total of twenty-six new class rooms are being constructed, only three of which are additions to three-room buildings with auditoriums are being constructed for rural school work.

Eight one-teacher schools have been abolished by consolidation or by enlarging. Transportation is being used for the first time in the county, and three large trucks are at work. And yet this building program is not nearly met, for at every Board meeting there are demands from every section for improvements, and much has been held up on account of lack of funds.

Mr. Z. V. Moss was elected assistant County Superintendent of Schools this year in order that the school administration and supervision might be more effectively managed.

* * *

County Superintendent Charles A. Reap was granted leave of absence for six weeks in the summer to study rural school conditions in the Middle West in order that the program of expansion and development along more progressive and experienced lines might be carried out.

* * *

At the May meeting of the County Board of Education, an order was pass-

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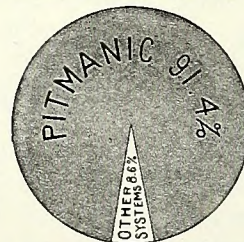
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(See the latest roster of the National Shorthand Reporters' Association as published in its "proceedings" for 1920.)

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ed making the holding of the Elementary State Certificate the minimum requirement for teaching in Stanly County. During the year 1920-21, there were one hundred and nine teachers working in the rural schools; of this number forty-two per cent held only second grade county certificates. For the year 1921-22 there will be 126 white teachers working in the rural schools, all but five of whom have been employed, and no holders of county second grade certificates have been employed. Many of the teachers attended State Summer School, and fifty teachers were enrolled in the county summer school, thirty-eight of whom received County Summer School credit.

During the school year 1920-21, Miss Nancy Pratt, of the State Board of Health, examined 6,000 children in Stanly County. During the same year Dr. A. M. Schultz, dental clinic, of the State Board of Health, examined 1,283 school children, and treated 1,133. The total value by conservative estimate was more than \$4,000, if it had been done in a private dentist's office. In addition he gave lectures on dental hygiene to more than 2,500 children.

C. A. R.

NEWS NOTES FROM SPENCER

Attendance, Athletics, Avoirdupois, Latin and Science

All the Spencer teachers are readers of North Carolina Education. Accompanying a club of subscribers comes the following interesting news letter from Supt. H. C. Miller:

"Enrollment in the Spencer High School has increased over 40 per cent. this year, having grown from 112 last year to 162 at this writing.

"We have added the high school principal as director of athletics. This has helped greatly to keep the boys.

"The course of study is now arranged so that students are not compelled to take Latin to graduate. They may take the full four years' science work with Laboratory. This change in course of study is also a factor in increasing school attendance.

"The children of all grades for the past year have been very much interested in their weights, as they are weighed every month. This year interest is added by joining the Modern Health Crusade and keeping the individual score card of daily chores.

"Last year we had pupils in the eighth grade of near the same age—one weighing 65 pounds, the other 299. Who can beat this?"

OUR PRIMACY IN THE SOUTH

North Carolina led the South in 1919 in the number of factory establishments, with 5,999 against 5,603 in Virginia, her nearest competitor.

In the number of wages and salary earners she led Georgia, her nearest competitor, by 34,000.

In the capital employed she led Texas by more than 100 million dollars, Vir-

ginia by 230 million dollars, and Georgia by 250 million dollars.

In the total value of manufactured products Texas was the only Southern state that outranked North Carolina in

1919, and her lead was only 57 million dollars. Our next nearest competitor was Georgia, which fell behind by 250 million dollars.—University News Letter.

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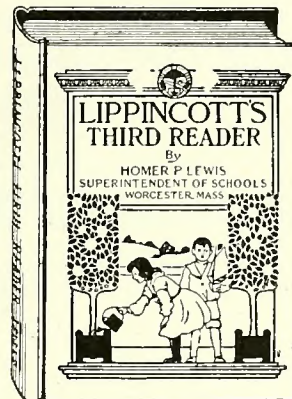
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SCHOOL EXHIBITS AT THE STATE FAIR

Thirteen Schools Made Displays—The Prizes and Winners—Three Hundred Boys Participated

Although a new feature of the State Fair, the vocational agricultural high school exhibits and the participation of 300 vocational agricultural pupils in crops and livestock judging contests, attracted considerable attention. Thirteen schools were represented by individual school displays. The exhibits indicated the type of work that is being done by the agricultural pupils in the classroom, shop and home farm. Five prizes were offered for the best school displays, and the winners were:

Hawfields High School, Alamance County, first; Pleasant Garden, Guilford County, second; Salemburg, Sampson County, third; Wakelon, Wake County, fourth; and Bonlee, Chatham County, fifth. Other schools which had school exhibits were Sylvan High School, Alamance County; Chapel Hill High School, Orange County; Lillington Farm Life School, Harnett County; Middleburg High School, Vance County; Lowe's Grove Farm Life School, Durham County; Castalia High School, Nash County; Red Oak High School, Nash County; and the Sandhill High School, Moore County.

On Wednesday afternoon the crops judging contest was held. The schools winning in this contest were: Cary High School, Wake County, first; Macon High School, Warren County, second; Sandhill High School, Moore County, third; Rockingham High School, Richmond County, fourth; Bonlee High School, Chatham County, fifth.

The livestock judging work was held Thursday morning, with 350 boys competing. The following schools took part in this contest: Vanceboro Farm Life School, Craven County; Lowe's Grove Farm Life School, Durham County; Bahama Farm Life School, Durham County; Lillington Farm Life School, Harnett County; Harmony Farm Life School, Iredell County; Sandhill High School, Moore County; Red Oak High School, Nash County; Philadelphus Farm Life School, Robeson County; China Grove Farm Life School, Rowan

County; Middleburg High School, Vance County; Hawfields High School, Alamance County; Friendship High School, Alamance County; Sylvan High School, Alamance County; Hiddenite High School, Alexander County; Fairview High School, Buncombe County; Bladenboro High School, Bladen County; Bonlee High School, Chatham County; Calypso High School, Duplin County; Stovall High School, Granville County; Creedmoor High School, Granville County; Jamestown High School, Guilford County; Pleasant Garden High School, Guilford County; Troy High School, Montgomery County; Castalia High School, Nash County; Rich Square High School, Northampton County; Seaboard High School, Northampton County; Chapel Hill High School, Orange County; Whiteston High School, Perquimans County; Bethel Hill High School, Person County; Richlands High School, Onslow County; Rockingham High School, Richmond County; Orrum High School, Robeson County; Indian Normal High School, Robeson County; Salemburg High School, Sampson County; Oakboro High School, Stanly County; Apex High School, Wake County; Cary High School, Wake County; Wake-

lon High School, Wake County; and Macon High School, Warren County.

The Raleigh News and Observer commented as follows on the vocational work at the Fair: "The best exhibit at the State Fair was the three hundred and fifty farm boys, students of vocational agriculture of the State, who constitute the promise and hope of the future steady development of agriculture upon which North Carolina prosperity depends."

On Wednesday night, President W. C. Riddick, of State College, entertained the boys at a banquet in the college dining hall.

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The Chamber of Commerce urges the co-operation of the people of the city in providing rooming accommodations for the more than 2,000 delegates to the North Carolina Teachers' Assembly, which will meet here the latter part of November. The Chamber asks that all having rooms available at that time call the officer and give in the information, so that a list may be prepared in advance for the convenience of the visitors. A quick response is urged, so that sufficient accommodations can be had before the time for the convention in order to prevent confusion and inconvenience.—**News and Observer.**

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To the Editor:

We have just closed our first month of the Benson High School, and from our enrollment for the first month in the high school department, this year promises to be a banner year for our high school at least. The first month last year there were only 48 high school students, as compared to 95 this year. The enrollment of the elementary department has a great increase but not so auspiciously.

I scarcely need to say that we are in a crowded condition. We are using our auditorium, stage dressing rooms, and physical laboratory room for recitation rooms. This congested condition, however, will not continue very much longer, as we have voted \$20,000 worth of bonds and have sold enough to one of our local banks to finish up six rooms in our basement. The contract has been let for this work. Among these rooms is to be fitted up a modern domestic science room and an art room.

We have added this science to our curriculum this year for the first time. Much enthusiasm is taken in it. There are twenty interested and enthusiastic girls registered for it. The people of the community were so determined to have this instituted this year that they are bearing all expense for the establishing of it. We are living in hopes that the Smith-Hughes Act will come to our relief next year.

We have also revived Art this year, and are expecting it to aid that aesthetic life of our school, thereby giving some an appreciative sense of the rustic and the beautiful. Too, we have the most promising athletes we have ever had. We came out second in basketball and third in baseball last year in the Eastern triangle. We have our same men back this year, with an addition of others that outstrip some of our old men.

We have an unusually competent faculty of sixteen. We all are planning to attend the annual Teachers' Assembly.

J. RALPH WEAVER,
Superintendent.

Benson, N. C., Oct. 11, 1921.

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Educational officials at Kinston are actively at work for a bond issue of \$150,000 with which to relieve congestion in the city's schools. The issue, to be voted on early in December, will furnish one additional building, besides heating and other improvements, according to a new estimate by the trustees. More than \$100,000 will be available for the building, to be used for an elementary school, in addition to \$10,000 for a site. The election, which is expected to carry without material opposition, will be followed by immediate action toward construction, since it is hoped to abolish the two-shift system now in vogue in the schools.

The citizens of Winston-Salem voted October 25 to issue bonds to the amount of \$1,150,000. Of this sum, \$1,000,000 will be used for schools, \$100,000 for parks and playgrounds, and \$50,000 for hospital purposes.

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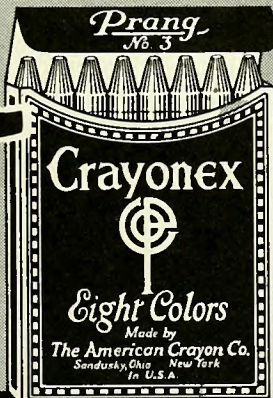
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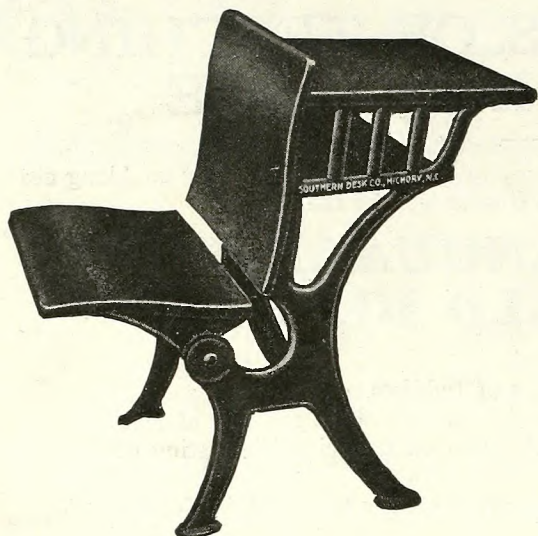
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress,
and Civic Betterment

Vol. XVI. No. 4

RALEIGH, N. C., DECEMBER, 1921

Price: \$1.50 a Year



Bob Cratchit's Christmas Dinner

(From "A Christmas Carol," by Charles Dickens, 1843)



So Martha hid herself and in came little Bob, the father, with at least three feet of comforter, exclusive of the fringe, hanging down before him; and his threadbare clothes darned up and brushed, to look seasonable; and Tiny Tim upon his shoulder. Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame!

"Why, where's our Martha?" cried Bob Cratchit, looking round.

Martha didn't like to see him disappointed, if it were only in joke; so she came out prematurely from behind the closet door, and ran into his arms, while the two young Cratchits hustled Tiny Tim, and bore him off into the wash-house, that he might hear the pudding singing in the copper.

"And how did little Tim behave?" asked Mrs. Cratchit, when she had rallied Bob on his credulity, and Bob had hugged his daughter to his heart's content.

"As good as gold," said Bob, "and better. Somehow he gets thoughtful, sitting by himself so much, and thinks the strangest things you ever heard. He told me, coming home, that he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember, upon Christmas Day, who made lame beggars walk and blind men see."

Bob's voice was tremulous when he told them this, and trembled more when he said that Tiny Tim was growing strong and hearty.

Mrs. Cratchit made the gravy (ready beforehand in a little saucepan) hissing hot; Master Peter mashed the potatoes with incredible vigor; Miss Belinda sweetened up the apple-sauce; Martha dusted the hot plates;

Bob took Tiny Tim beside him in a tiny corner at the table; the two young Cratchits set chairs for everybody, not forgetting themselves, and, mounting guard upon their posts, crammed spoons into their mouths, lest they should shriek for goose before their turn came to be helped. At last the dishes were set on, and grace was said. It was succeeded by a breathless pause, as Mrs. Cratchit, looking slowly all along the carving-knife, prepared to plunge it in the breast; but when she did, and when the long-expected gush of stuffing issued forth, one murmur of delight arose all around the board, and even Tiny Tim, excited by the two young Cratchits, beat on the table with the handle of his knife, and feebly cried, "Hurrah!"

At last the dinner was all done, the cloth was cleared, the hearth swept, and the fire made up. The compound in the jug being tasted, and considered perfect, apples and oranges were put upon the table, and a shovelful of chestnuts on the fire. Then all the Cratchit family drew round the hearth in what Bob Cratchit called a circle, meaning half a one; and at Bob Cratchit's elbow stood the family display of glass, —two tumblers, and a custard-cup without a handle.

These held the hot stuff from the jug, however, as well as golden goblets would have done; and Bob served it out with beaming looks, while the chestnuts on the fire sputtered and cracked noisily. Then Bob proposed:—

"A Merry Christmas to us all, my dears. God bless us!"

Which all the family re-echoed.

"God bless us every one!" said Tiny Tim, the last of all.

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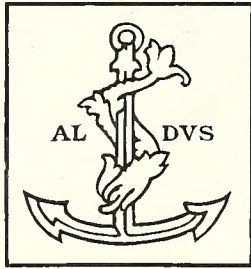
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North Carolina Education

Vol. XVI. No. 4

RALEIGH, N. C., DECEMBER, 1921

Price: \$1.50 a Year

THIRTY-EIGHTH ANNUAL SESSION OF THE NORTH CAROLINA TEACHERS' ASSEMBLY

By E. C. Brooks, Contributing Editor of *North Carolina Education*

The thirty-eighth annual session of the North Carolina Teachers' Assembly reached a high water mark. The oldest inhabitant cannot recall a higher flood tide of enthusiasm, co-operation and united purpose to advance the education of the children of the State.

President R. H. Latham maintained the fine standard set at Asheville last year and moved a degree or two beyond it. His successor will have a precedent to live up to, but the teachers will support him. President Latham showed great executive skill. He is a good presiding officer and it is a pleasure to follow the lead of a man who knows how to transact business. Too much emphasis cannot be placed on the need of instruction in executive leadership, and all schools from the colleges down to the elementary departments should impress upon the students the need of learning how to conduct meetings. We have had a good example.

The Secretary, Mr. A. T. Allen, kept the business details in hand from the beginning, and there was no friction. Raleigh arose to the occasion and took good care of the teachers. It is a credit to the capital city that it can win and hold the good graces of such a large assembly. He reports 154 local units organized in the State, 92 county units, 12 college units, 40 city and sub-county units, 875 delegates appointed, 475 delegates registered as present, and a total membership of 8,725.

The General Program

The general program was good. We need no better proof than the very large attendance on all of the general meetings. Looking at it by and large we had the largest attendance, meeting after meeting, in the history of the Assembly, the number of delegates actually registered representing probably about a fourth or a fifth of the attendance.

The out-of-State speakers were good. One feature of the general meetings that deserves special mention was the music programs led by Mr. William Breach, Director of Music of the Winston-Salem Schools, and Mr. Paul J. Weaver, of the University. An example of what may be done was presented when Mr. Breach led the Raleigh school children in a succession of choruses that captivated the 5,000 people and surprised especially the Raleigh citizens.

The out-of-State speakers were: Dr. Spright Dowell, President of the Alabama Polytechnic Institute, Auburn, Alabama; Dr. Harry Clark, Nashville, Tennessee; Dr. John W. Carr, State Department of Education of Kentucky; Mrs. Frances E. Clarke, of Philadelphia; Dr. Plato Durham, Emory University, Alabama; Dr. A. E. Winship, Editor of the *Journal of Education*, Boston; Mrs. Sarah Louise Arnold, Simmons College, Boston; Dr. Charles McMurry, Peabody

College, Nashville, Tennessee, and Dr. C. Alphonso Smith, United States Naval Academy.

Governor Cameron Morrison welcomed the teachers to Raleigh, and if they had ever doubted his interest in and support of education this doubt was entirely removed by his strong address, which gave his attitude toward public education and why he is solidly behind the State educational program.

The Departments

All the departments were well attended. The resolutions adopted indicate the trend of the profession. Three subjects however, stood out prominently in the meetings. They are subjects that must be given more consideration by the makers of courses of study, by teacher training institutions, and by the teachers themselves. These are Music, Physical Education, and Training for Citizenship.

From the standpoint of school organization, two questions stood out prominently—The time has come to standardize the elementary schools and give officials a clearer idea as to what constitutes a first-class elementary school.

The second subject is this—What advantages may come as a result of organizing secondary education into the junior and senior high school departments? These two questions have come to stay, and the profession will answer both in such a way as to promote the welfare of all the children.

A Whole-Time Secretary

The Assembly demanded a whole-time secretary, one who can stay in the field and acquaint the local associations with the plans and purposes of the profession. The teachers meant business. This was evidenced by the unanimous vote authorizing the Executive Committee to raise the annual dues, not to exceed \$2.00, in order that the funds may be sufficient to provide a strong representative and to place before the teachers such literature as will be of help to them in their work.

The proceedings should be published and distributed to all teachers. It is impossible in this brief account to touch more than the outline of this great Assembly. But the entire profession felt that we had come into a realization of some of our dreams and that the State is going forward.

Resolutions Adopted

The following resolutions were adopted at the General Session Friday afternoon:

Whereas, the great progress of education in North Carolina during the past two years is a source of much gratification to all patriotic citizens in the State: and

Whereas, the public school term has been increased to about seven months; the teaching profession has been standardized and improved perhaps 100 per cent; rural communities all over the State have been re-made; our road-building program is making it possible to increase communi-

education, transport children to school in large numbers, and provide for the large community school; the financial support has grown at the same rate that the teachers have increased their efficiency; illiteracy has been greatly reduced and the compulsory school law has overcrowded our heretofore inadequate buildings; large bond issues and state loans amounting to about \$20,000,000 have been made available and placed at the disposal of the towns and cities and counties, and new buildings containing adequate equipment are springing up in every county; the State Department of Education has been permitted to greatly increase its capacity for co-operating with teachers and officials in the State; and the public school curriculum has been broadened and enriched; these outstanding signs of great progress have given new life to the people everywhere who now being conscious of the defects in the public school system are demanding better schools, better teachers, and more competent leadership; now, therefore,

Be it resolved:

1. The Certification of Teachers and the Salary Schedule

The State plan of certifying teachers and the State salary schedule are so correlated that not only colleges and other teacher training institutions may know how to give more specific instruction in the training of teachers, but parents and school officials have a guide at last by which to select teachers. Heretofore, they have not known how to choose the better teachers with whom they were not personally acquainted, nor how to fix salaries so that the more competent may be rewarded according to preparation and personal fitness, but now the best teachers are exalted above the unprepared and unprogressive and stand out so clearly that even patrons may know the difference.

The correlation, therefore, of these two educational forces, the certification plan and the salary schedule, are responsible in a large measure for the progressive program, for raising the standard of teachers, and for the great advancement made in the financial support of the schools. The Teachers' Assembly, therefore, endorses most strongly the State Certification Plan and the State Salary Schedule and earnestly condemns any efforts to revert to the old system, knowing that such a reaction would seriously retard educational progress in this State.

We rejoice that our State is making such rapid progress that it is no longer so near the bottom of the list of States educationally, and we urge every teacher and all school officials to uphold the State Department of Education in order that we may continue our present rate of progress, by abolishing illiteracy and raising the intellectual standards of even our most backward communities, and at the same time attracting wide attention throughout the country.

2. County-Wide Plan of Organizing Rural Schools

We endorse the county-wide plan of organizing the rural schools. Intelligent consolidation of the smaller schools make it possible to secure as good teachers for the rural schools as may be obtained by the cities and towns. Moreover, it makes it possible to provide standard high school instruction in reach of all the children, to provide the best supervision of courses of instruction, and to provide large community centers where health, physical education, social recreation, vocational subjects and the best literary courses may be offered. We believe that as soon as adequate buildings and equipment are provided for these central schools, instruction in these newer subjects will be provided, rural communities will as a result be made over, and a new and more wholesome life will be the effect.

3. Teacher Training Program

The teachers are to be congratulated for taking advantage of the opportunities to improve themselves in order to render the greatest service. Last summer 10,833 teachers attended summer school for from six to twelve weeks. The number of college and normal trained teachers has increased 85%. We, therefore, endorse most strongly the teacher training program of the State Department of Education, since its need is evidenced by the number of teachers that has taken advantage of it. Moreover, we endorse the plan of the Superintendent of Public Instruction to broaden and extend the teacher training program so that it may provide normal trained teachers for all the schools of the State, and we urge him to consider seriously fixing a time in the near future when no teacher will be certificated who has not at least one year of normal training beyond high school graduation.

4. The Teacher of Citizenship

We strongly urge school officials and teachers to make greater provision for the teaching of citizenship. Our schools

should be a powerful factor in correcting lawlessness and in promoting efficient government. The duties of a citizen and how to become a worthy citizen, one who co-operates in all good endeavors, one who seeks to raise the law above the mob, and one who, through his energies, helps to develop our own resources—these should be emphasized in the schools, and the course of study should be so worked out that citizenship shall occupy a large place in our program of study.

5. Bible Study for the Schools

We believe the time has come when schools should co-operate with the religious denominations in such a way that the Bible may be taught more effectively to the youth of our State. The need for such study has been brought to the attention of educators, not only for the historical and literary study of the Bible, but because its teaching is the basis of good citizenship and community living.

In several schools in the State a course of Bible study is offered and most satisfactorily pursued. Other States, notably Virginia, Colorado, and North Dakota, have State-adopted outlines for Bible study, with credit given for same. Colleges are accrediting this work. We, therefore, recommend that a committee on Bible courses be appointed to study the State-adopted plans and to report to the Teachers' Assembly next year the result of their findings with recommendations. They are also asked to report to the State Department of Education. Schools having courses of Bible study are asked to report with recommendations to the Committee on Bible Courses.

6. Physical Education

We are gratified that the last General Assembly made provision for the promotion of Physical Education, and that the State Board of Education will provide State supervision for the opening of the school year 1922-23. Physical defects brought out as a result of the rigid examination given during the war showed the need of more thorough instruction in this subject. We believe that a reasonable time should be allowed teachers to become qualified, but after this reasonable time limit has expired credits in Physical Training should be an absolute requirement for a teacher's certificate, and we urge the colleges and normal schools to make provision at once for giving instruction to all their students in this subject.

7. Music in the Public Schools

We recommend the Text-Book Commission for making Music an essential part of the course of study. We believe that all elementary, primary and grammar grade teachers especially should be required to present credits for work done in Public School Music when they make application either for the renewal of a certificate or for the raising of a certificate. If the study of this subject is made compulsory the teachers will be better prepared to give instruction in this subject.

8. Governor Morrison's Program

We strongly commend Governor Cameron Morrison for his constructive State-wide program, and especially do we commend him for his progressive educational program since his inauguration and his vigorous efforts to provide greater financial support for both our higher institutions and our elementary and secondary schools.

9. The Towner-Sterling Bill

We endorse the principles embodied in the Towner-Sterling Bill creating a National Department of Education. We authorize the Secretary-Treasurer to write to our Representatives and Senators asking that they support this Bill.

10. A Whole Time Secretary

We endorse the plan of the Teachers' Assembly to secure a whole-time Secretary to promote the progress of the teaching profession.

11. Hearty Support Pledged to the State Superintendent

We most heartily endorse the administration of State Superintendent of Public Instruction, Dr. E. C. Brooks, and commend him for his determined stand for his vigorous efforts to promote the highest educational welfare of all the children of the State, and we hereby pledge to him our loyal support in all his efforts in this direction.

Special Resolutions

Special resolutions were adopted also at the Friday afternoon session as follows:

I.—Be it resolved by the North Carolina Teachers' Assembly in session in Raleigh, November 26, 1921:

1. That we, as the duly elected representatives of the

teachers of North Carolina, formally express to Governor Morrison and the Governor's Council, and to the members of both political parties in the last session of the General Assembly, our appreciation of their sponsorship of the \$5,000,000 bond issue for new school buildings. We call attention to the fact that the building program in practically every county of the State is from five to ten years behind.

2. That we express our appreciation to the Governor and his Council for assuming on behalf of the State the \$700,000 deficit in the State Public School Fund due to the fact that the teachers of the State by attendance upon summer schools and by other means of professional improvement increased their value to the children of North Carolina. We thank also the General Assembly for its continued support of the State Certification Law and the State Salary Schedule based upon it that made it worth while for approximately 18,000 teachers to attend summer school the past two years. We call attention to the fact that even now the highest annual salary guaranteed to teachers of the highest training and experience under the State law is only \$1,200.

Be it resolved further that copies of these resolutions be sent by the Secretary of this Assembly to Governor Morrison, State Superintendent E. C. Brooks, and the presiding officers of both branches of the General Assembly.

II.—It is resolved by the North Carolina Teachers' Assembly meeting in Raleigh, November 25, 1921:

That the Assembly commends the action of President Harding in calling the International Conference now in session in Washington, and rejoices in the bold, vigorous and promising proposal of Secretary Hughes at the opening of the Conference.

That the Assembly protests against the folly, waste and crime of war and earnestly hopes that the final agreements of the Conference will reduce the intolerable burden of tax for armament, and will relieve the world from the horror of impending war.

III.—Resolved:

That the members of the North Carolina Teachers' Assembly return sincere thanks to—

Mayor T. B. Eldredge,
Dr. J. Richard Crozier,
Dr. George J. Ramsey,
Mrs. E. Clarence Judd,
Mr. Chas. J. Parker,
Mr. Gorrell Shumaker,
Supt. S. B. Underwood and his Reception Committee.

These persons have made our stay in Raleigh a very pleasant one. They have helped us before we came to Raleigh and have helped us in season and out of season since we came. The highest praise we can give them is that they have made us want to return to Raleigh next year.

IV.—Resolved:

1. All pupils in both elementary and secondary schools should have ready access to books, to the end that they may be trained—

- to love to read that which is worth while;
- to supplement their school studies by the use of books other than text-books;
- to use reference books easily and effectively;
- to use intelligently both the school library and the public library.

2. Every secondary school should have a trained librarian and every elementary school should have trained library service.

3. Trained librarians should have the same status as teachers or heads of departments of equal training and experience.

4. Every school that provides training for teachers should require a course in the use of books and libraries and a course on the best literature for children.

5. Every State should provide for the supervision of school libraries and for the certification of school librarians.

6. The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools, and for the same reasons.

7. The school system that does not make liberal provision for training in the use of libraries, fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

Officers for 1921-1922

Following are the officers elected for the ensuing year:

President—Charles E. Brewer, Raleigh.

Vice-President—Elizabeth Kelly, Raleigh.

Secretary-Treasurer—to be elected by the Executive Committee, after January 1, 1922.

Executive Committee

President Charles E. Brewer, ex officio.

Vice-President Elizabeth Kelly, ex officio.

Secretary-Treasurer (To be elected), ex officio.

Ex-President R. H. Latham, ex officio.

State Director N. E. A., Robert H. Wright, ex officio.

Annie Workman, President Association of Primary Teachers, ex officio.

Constance Cline, President Association of Grammar Grade Teachers, ex officio.

E. C. Brooks, President Association of County Superintendents, ex officio.

E. J. Coltrane, President Association of City Superintendents, ex officio.

Charles G. Vardell, President Association of Music Teachers, ex officio.

G. B. Phillips, President Association of High School Teachers and Principals, ex officio.

T. C. Amick, President Department of Higher Education, ex officio.

W. D. Barbee, President Department of Farm Life and Home Economics, ex officio.

Department Organizations

Association of Primary Teachers

President—Annie Workman, Roanoke Rapids.

Vice-President—Mary Graham, Charlotte.

Secretary—Rosa Abbott, Greensboro.

Association of Grammar Grade Teachers

President—Constance Cline, Concord.

Vice-President—Mary Page, Raleigh.

Secretary—Ila Johnson, Asheville.

Association of County Superintendents

President—E. C. Brooks, Raleigh.

Secretary—A. S. Brower, Raleigh.

Association of City Superintendents

President—E. J. Coltrane, Roanoke Rapids.

Vice-President—R. W. Carver, Hickory.

Secretary—Hoy Taylor, Franklinton.

Association of Music Teachers

President—Charles G. Vardell, Red Springs.

Vice-President—Paul J. Weaver, Chapel Hill.

Secretary—E. M. Betts, Elon College.

Association of High School Teachers and Principals

President—G. B. Phillips, Greensboro.

Vice-President—Beulah Holton, Stovall.

Secretary—Mary Powell, Roanoke Rapids.

Department of Higher Education

President—T. C. Amick, Elon College.

Vice-President—Howard Rondthaler, Winston-Salem.

Secretary—L. R. Wilson, Chapel Hill.

Department of Farm Life and Home Economics

President—W. D. Barbee, Seaboard.

Vice-President—F. A. Penland, Barnardsville.

Secretary—R. A. Only, State College Station, Raleigh.

Prizes Awarded

There were two contests: one for the prizes in spelling, the other in musical composition. The cup for the best original musical composition was awarded to Mr. Charles G. Vardell, of Red Springs. The winners of the spelling prizes are as follows:

First prize: Wilson B. Morton, Jr., Franklin County, Louisburg City Schools.

Second: Myrtle Bradley, Gaston County, West Gastonia School.

Third: Lillian Salling, Hemenway School, Wilmington, N. C.

SEE EUROPE IF YOU MUST, BUT SEE WESTERN NORTH CAROLINA FIRST

By John J. Blair, Director of School House Planning, State Department of Education

A person who resides in the coastal or piedmont regions of North Carolina has but little conception of the difference there is in operating schools here and in the mountainous section of our state. The problem there is a very difficult one indeed, as most of the farmsteads are located in the valleys, and there can be but little intercourse or exchange of visits across the ridges which separate families or neighborhoods. The school districts, consequently, are often extremely narrow, but frequently extend for twelve or fourteen miles in length. As types of consolidated schools the writer refers chiefly to those of Polk, Clay, Macon, Swain, Graham, and Cherokee Counties.

In the first place, a visitor should not be led to think he has seen western North Carolina when he reaches Asheville, Lenoir, or Rutherfordton. He is just then standing upon the threshold of what is really the mountain section of western North Carolina. Beyond this line the region has much to offer the artist, traveler, and lover of nature in the way of scenery in all its varied aspects and animal and vegetable life.

Only until within recent times has this area been brought conspicuously into communication and contact with the outside world. The constructing of good roads has brought about a new social and business relationship between the eastern and western areas of this commonwealth. Even little more than half a century ago transportation was laong primitive and undeveloped roads, which followed the winding paths made in early times by Indians and wild beasts which roamed the forests in countless numbers.

In more recent years the colonists and early settlers widened these paths into wagon roads, crossing the innumerable mountain streams through fords or upon the crudest kind of bridges made of hewn logs and rough boards or slabs. These roads were seldom used except by oxen and sure-footed mules.

Within the present year the era of real highway construction has been ushered in, so that the visitor now finds everything, either finished or being constructed, concrete bridges of splendid design and of ample width for passing vehicles.

From town to town and community to community stretch the beautifully graded sand clay or hard-surface roads with the proper slope and crown, being so constructed that in many instances they remain firm and hard during the most severe winter weather and the heaviest rains in summer. The automobile tourist of today is more or less familiar with the splendid highways that lead from Charlotte and Salisbury by way of Black Mountain and Marion on to Asheville, and also the Boone Trail Highway from Wilmington, Fayetteville, High Point, Winston-Salem, Elkin, Wilkesboro, Boone and on to the Tennessee line. They are also familiar with the splendid roads which lead by way of Hendersonville on to Spartanburg, South Carolina, through Saluda and Tryon and also the state highway leading from Asheville to Canton and Waynesville.

Beyond Waynesville there is the greatest activity in road construction, so that in one section after another for more than one hundred miles toward Murphy and on to the Tennessee and Georgia lines is seen the different corps of engineers, road construction camps, steam shovels, tractors and road-machines following one another in rapid succession. With such energy and perseverance is this work being pushed forward that before twelve months shall have passed, a splendid scenic highway will be opened through the counties of Haywood, Jackson, Swain, Yancey, and Cherokee on to the Tennessee and Georgia boundaries. To this main highway other lateral roads are being extended up the valleys, forming a connection with neighboring towns, villages and settlements.

Not only is road-building activity noticeable in this section, but in every part of the mountain region in western North Carolina the same thing is going on. One of the truly-great and beautiful scenic highways of the state is that from Franklin to Bryson City, a distance of about twenty-eight or thirty miles. Six or eight miles of this project at the Bryson City end have been completed. Although the scenery along this route is most beautiful, wild, and impressive, yet under no circumstances should this journey be undertaken by any except the most experienced driver until after the work from the Franklin end, which is now in progress, is finished. When this road is completed, it will be such a continuous panorama of mountain and ravine, hill and valley, timberland, green meadow, and cultivated field as can seldom be seen in any other section on the American continent. It will also connect two of the most picturesque towns in western North Carolina, Franklin and Bryson City. The former has an individuality and personality all its own. Its setting in a valley of matchless beauty is almost unsurpassed, and there is a charm and fascination about the place as irresistible as the land of the Lotus Eaters was to the spell-bound sailors of Ulysses. The region reminds one of the happy valley in the "King of the Golden River."

In former times it is known that there dwelled here the largest and most powerful bands of Indians within the borders of our state. It does not take a strong imagination to see even now in this valley a thousand Indian wig-wams dotting the landscape all about, protected by the surrounding heavily wooded hills and mountains, and the scene softened and rendered more picturesque by the veil of blue smoke from the camp fires. Fine examples of Indian mounds are found here, and they serve as mute reminders of the weird customs of a vanished race.

Though the race is gone, the beautiful names which they gave to the mountains, rivers and streams remain and have rendered them immortal. Among the mountains we find the Cheoah, Yalaka, Cowee, Nantahala, Yayah Bald, and rivers and creeks as the Yalaka, Cheoah, Nantahala, Tusquitee, Skeenah, Tuckasegee, and Swannanoah.

From both Hayesville and Franklin range after

range of mountains appear in the distance, and one is ready to believe the country to be almost uninhabitable, yet in many instances the bases of the mountains are found to be a mile or more apart, and between them flow never-failing creeks and rivers, while the banks are bordered by stretches of meadow land of great fertility and wondrous beauty. No such picture can be found in all the galleries of the world as nature here presents. The yield of corn in these areas equals that of any section of the state. Near Ravensford in Swain county may be seen a cornfield of almost two square miles. An amazing variety of farm products appear on every hand. Among them the soy beans, cow peas, sweet potatoes and turnips grow in abundance, while apple orchards and vineyards in some sections occur in great numbers. In one little community seven reapers and binders were used to harvest the wheat, oats and rye, and in one meadow along the river valley sixty-five stacks of hay were counted. The apple industry as was demonstrated by the Asheville Fair last fall, although just in its infancy, is destined to become a source of revenue and wealth to the state. The grape arbors around Tryon and the Saluda mountains produce as fine grapes as can be found on the American continent, and rival in flavor those of the Rhine Valley and vineyards of France. Probably as fine sugar cane or sorghum as is found in America is produced in these western counties. On every hand cane mills are in operation, and the boiling of sorghum in great quantities is an entertaining and interesting process and industry, which to the traveler becomes a familiar and pleasing feature of his journey. Such a fine quality of home-made molasses is produced that it commands the best prices in distant markets.

The farm demonstrator of Avery county has found that the Irish Cobbler potato grown in his territory equals, for planting, the best seed potatoes which have heretofore been brought at great expense from Maine and other states. He and his people are now making a specialty of growing Irish potatoes for seed.

The bee and honey industry is so extensive that it deserves more than passing notice. There is scarcely a home without a colony of bees. Honey from the sourwood and the buckwheat is celebrated for its excellent flavor.

The observant visitor cannot but be impressed with the variety of industries which prevail—for instance, along one short stretch of road may be seen now in operation lumber plants, tan yards, marble quarries, iron mines, mica mines, talc and kaolin mines, and extensive milling operations. The water power is being utilized not only for grinding purposes and saw mills, but also for producing electric current, which is used extensively not only in villages and towns, but in private homes as well. In one section of Graham County there remains a splendid area of original and primeval forests. The trees are so tall and thick that there is no undergrowth, but underneath a smooth covering of leaves forms a beautiful velvety carpet of tan and brown. Many of the trees such as tulip, poplar, oak and chestnut are from four to six feet in diameter at the base, and rise to a height of more than one hundred feet. The sunshine breaking through the foliage produces upon the ground

beneath the same effect as the lighting from a cathedral window with all its opalescent tints and colors.

It is interesting to find that the intellectual and educational growth of these counties is keeping pace with the material advancement.

In Franklin County Superintendent Billings and W. H. Crawford are enthusiastic over the building program, which includes not only additional room in the county districts, but also in the town of Franklin. It has been recommended by the principal and approved by the local committee that a fourteen-room building be provided, and in addition to this, four rooms for home economics, general science and laboratories, so as to meet the standard state high school requirements.

It is rather singular that crowded conditions similar to those at Franklin exist in Bryson City, county seat of Swain; Hayesville, county seat of Clay; Murphy in Cherokee, Taylorsville in Allegheny, Robbinsville in Graham, and Sylva in Jackson County. In all these towns, either new school sites have already been purchased or enlarged; and in every case, the school committees are planning for new buildings of from fourteen to eighteen rooms, with auditoriums, steam-heating plants, and such equipment as will meet the state's requirements for an accredited high school. These schools are found to be in charge of skillful, well trained teachers, as good as can be found in the State, and a most attractive, enthusiastic, beautiful and ambitious company of pupils.

County Superintendents Billings, Wright, Dillard, Moody, Martin, Bell and Reynolds, who are in charge of the seven counties which border either upon the State of Georgia or Tennessee, have, as was stated at the beginning of this article, problems of supervision which are far different and far more complex than those of superintendents in the Piedmont and eastern sections. However, though their work has been done without boast or ostentation, nevertheless it has been done and is being done with splendid courage and rare judgment.

WHEN CHANGING YOUR ADDRESS

When subscribers are changing their post-office address, it is desired by the publisher that both old and new addresses be given in the letter requesting the change. The subscriber should also let the publisher know with what issue the change should begin. The following will suggest a suitable form:

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THE WILSON COUNTY IDEA

By E. C. Brooks, State Superintendent of Public Instruction

A few days ago a certain county superintendent came into my office and made this statement: "I have been studying the work of my one-teacher schools and I discovered that the nineteen one-teacher schools enrolled 810 pupils, but not one of these passed the seventh grade last year."

Now the seventh grade is the last year of the elementary school, and the work was so poor that no child in those nineteen districts could pass up into the high school. No child from those districts could go to college, and no young man or woman had secured enough education to receive even the very lowest teacher's certificate issued. What is the solution? The answer is Wilson County.

Turning to the records of Wilson County, I find that the number of high school pupils enrolled in that county in November, 1920, was 390. But the number enrolled in November, 1921, was 528, or an increase in one year of 35%. What is the cause of this rapid increase in enrollment of high school pupils?

I examined the enrollment in the elementary schools and discovered that in November, 1920, the elementary schools of Wilson County enrolled 3,541. But in the same month for 1921 the number was 3,814, an increase of about 8%. This is an evidence that in Wilson County the schools are holding the pupils in school, and there is a rapid development of high schools. How does Wilson County do it?

The Wilson County Program

In order to answer this question, I visited this county about the middle of November, and with Superintendent C. L. Coon studied the schools in every township in order to secure first-hand knowledge of the organization and conduct of the schools.

In the first place, let me say there are ten townships in Wilson County, and there is a building program in progress now for the white children which will be completed probably by September, 1922, at a total cost of \$1,325,000, and when it is completed every child in the county will have as good education advantages as any child in our best equipped towns and cities. This is a strong statement, but after visiting every township in the county I am prepared to prove it.

In 1917 Wilson County had 25 white one-teacher schools, 15 two-teacher schools, six three-teacher schools, and five with more than three teachers in which some high school instruction was given, or a total of 51 schools. But only in one (Wilson) was there a standard four-year high school. However, by the end of the school year 1921-22, when the present program will be completed, there will be seven standard high schools in the county within reach of all the children, and in addition to these there will be nine elementary schools, five of which will have junior high school departments. In each of the seven strong centers there will be a modern brick building containing from 15 to 18 rooms and a teachers' home, both equipped with electric lights, steam heat and running water. Each of the nine elementary schools will embrace a brick building from six to eight rooms

and a teachers' home, both of which will be furnished with all modern conveniences, and these 16 schools will take care of all the children in the county.

But how are the schools organized? The first six grades is considered the elementary school; the seventh, eighth and ninth grades the junior high schools, and the tenth and eleventh the senior high schools. The seven strong centers will embrace the elementary, the junior high school and the senior high school. These are called the standard high schools. But of the remaining nine schools, five will embrace both the elementary and junior high schools, while four will embrace only the six grades of the elementary schools. But of course whenever the population increases or decreases in any township the type of the school may change accordingly. The organization, therefore, is elastic and easily adjustable to the needs of the people. But how has a county system of this kind been developed?

The School in Gardner Township

In the first place, Wilson County secured a superintendent who possesses marked ability. He is superintendent of both the city and the county schools. Therefore, there is no friction between the city and county authorities. After developing the city schools to a high degree of efficiency, he turned his attention seriously to the county. (I should have stated that for a number of years he was superintendent only of the city schools. But a few years ago the county board elected him also as superintendent of the county schools.)

After turning his attention to the county schools he made a county-wide plan in 1917 toward which he has been consistently working. However, he began his reform first in the most backward township educationally in the county. He tackled the hardest job first. This was in Gardner township, far removed from the railroad centers, and in which there were a number of one-room schools such as I described in the opening paragraph. All of the one-room schools have been abolished, and instead one central building for the entire township has been erected. It contains 18 rooms and has now 16 teachers. Four hundred and fifty pupils are enrolled, and 13 trucks are used to transport the children to this school. The building has steam heat, electric lights, running water, play-rooms in the basement, domestic science and equipment for the teaching of other sciences. It is provided with both an organ for the primary children and a piano for the upper grade children. It has a garage near by, and when I drove up to the building I saw a mechanic, employed by the school, examining the trucks and making whatever needed repairs he discovered.

I saw the 450 children march out of the school, and standing at attention, they went through the physical exercises provided by the institution. I was informed that it has a Parent-Teacher Association that meets regularly to advise with the teachers about the conduct and progress of the children.

Only one of the teachers in the school live in the

neighborhood, and the other fifteen live comfortably in the teachers' home, where they have all modern conveniences, including electric lights, hot and cold water, steam heat and telephone. It is very evident that the best teachers can be secured for such a school as this.

As I said above, this was one of the most backward counties educationally in the county, and when Superintendent Coon's program was announced and it became known in certain parts of the township that the one-room schools in Gardners Township were to be abolished and such an institution was to be substituted instead, many people rose almost in rebellion. They notified the superintendent that it would be unsafe for him to visit that community, but he visited it. The county board did not ask the community to vote bonds for this plant, which cost about \$80,000, but it borrowed what funds were necessary to supplement the taxes levied by the county at large.

One man that threatened to do bodily harm to the superintendent recently visited him and stated that he and his wife wished to apologize to him for the opposition to the schools and for the threats he had made, for, he said, "I have three children in school, but my little girl has been going to school for three years in the one-teacher school and she had learned nothing and we thought she was feeble-minded. But within five months she has passed through the first grade and is now doing well in the second grade." The child is nine years old. This illustrates the change in the community since the days of the one-room school. In one part of the township there were approximately 60 children in the district, but they could barely get an average attendance of 20. They fought the school and the truck, but the truck was put on and it passed their doors. No compulsion was at first resorted to, and within a month 50-odd children were going to the central school from that district where heretofore the largest enrollment had been only 20. Good teachers working under such favorable circumstances were accomplishing wonders.

But one of the most unique features about this community is the Sunday school that has been organized by the school. Heretofore the young people had nothing to do on Sunday, no way to entertain them, and naturally they resorted to such forms of amusement as might be suggested to them, and these were frequently bad. Superintendent Coon secured the co-operation of the ministers in Wilson, and they designated one church to have charge of the Sunday school. Then the trucks were put in use on Sunday mornings to bring the children to Sunday school, and the enrollment each Sunday now is over 200. The school and the church working together is remaking this section of Wilson County, which was known as the most backward socially and educationally in the county.

In Other Townships

Having overcome the inertia in this most backward district, others less backward, seeing the transformation near their own doors, began to move at once. As a result, Toisnot Township is erecting a building to cost \$95,000. It will have 16 teachers,

and already has eight trucks carrying the children into this central school. The building will have 18 rooms. In addition, there will be one elementary school in this township to cost about \$25,000, to take care of the children through the sixth grade.

Stantonsburg Township has recently completed its building at a cost of about \$75,000. But they are preparing to issue bonds for \$25,000 more to complete the auditorium.

Black Creek Township is now erecting its building to cost approximately \$100,000.

From Black Creek we drove to Lucama. They are now planning to enlarge their school in a similar manner to take care of the children in the township.

From Lucama we drove into the next township, where is now located one of the elementary schools referred to above. It was being completed and the school will move into it within a few days. This is located at Buckhorn, and was erected at a cost of \$25,000. It is an eight-room building, likewise having a teachers' home with all modern conveniences. (I should have stated that all the central schools referred to in this article have teachers' homes similar to the one described at Gardners.) This elementary school at Buckhorn is one of the neatest buildings that I have seen. There will be six grades, but the high school pupils will be carried over into the two townships that adjoin it. If this community develops there may be a junior high school added later.

From Buckhorn we drove to Rock Ridge, where the ground is soon to be broken for a \$100,000 building, with all modern conveniences, such as I have described above. This school is perhaps one of the oldest in the county outside of Wilson. I saw nearly 500 children on the school ground, for it was recess period. I saw the old wooden building and the boys' and the girls' dormitories that have been used for years. But I was informed that under the new plan of transportation, they now have only two boarding pupils in the entire institution. In other words, children of that age now may live at home and attend as good a high school as may be found in the State. The boys' dormitory, somewhat old, is being used for classrooms, and the girls' dormitory for a teachers' home.

In the township adjoining this one are to be two elementary schools of the Buckhorn type, and the high school pupils are to be transported either to Rock Ridge or to Wilson.

Overcoming Opposition and Winning Support

Such is an outline of my visit to the Wilson County schools, and it is an object lesson to every county superintendent, because no man has had more difficulties to overcome in getting a program started than has Superintendent Coon. I asked him how he overcame the opposition. His answer was, that he first interested his county board and his county commissioners. They being leading men in the county made it possible for him to organize groups of influential men in each township, either around a member of the county board or a member of the board of commissioners. Patiently he has worked with the leading members until enough of them had the con-

fidenee to go forward. Now he says the officials and the leading men of the county are solidly behind him, and this is very evident.

I asked about the financial support of the schools, because they are all run not less than eight months. A few years ago Wilson County was one of the few to vote a special tax of 30 cents for the entire county to supplement the six months term. The tax rates, therefore, are as follows: for the six months school, 35 cents; for increasing the term beyond six months, 15 cents; and for buildings, 11 cents, making a total of 61 cents.

They are now using 42 trucks, but when all the central schools are completed, the number in use will be about 50. Since the establishment of the Gardner's school each township has voted its own bonds for the erection of buildings, and the election has been almost unanimous for schools. But the interest and sinking fund is provided for in the 11-cent tax referred to above.

This is the proof that the children of Wilson County are soon to have all the educational advantages of the children in our best towns and cities.

OUR ARMY OF ILLITERATES

By Elizabeth Kelly, State Director of Schools for Adult Illiterates

Eighty-two thousand sons of North Carolina were in the service during the Great War. Were it possible today to call these men together and marshal them in military array on some great, open field, the sight would thrill and inspire and arouse to highest patriotic endeavor every citizen of our State. Suppose at the same time there were assembled on another and much larger part of this same field the hosts of girls and boys, of young men and young women which make up North Carolina's school population. Eight hundred forty thousand in number is this school army, and its potential power and glorious promise of youth would magnify and intensify the pride and joy of a citizenship ever ready to applaud and praise marshalled lines of school children. Again, suppose still another vast army is assembled on still another part of this same field. Two hundred forty thousand and more of these, and there is no order of march nor is there plan of assembling. This is North Carolina's army of illiterates.

Let imagination assemble these three armies for the purpose of comparison only, and comparison except in numbers may be made only by contrast: Yonder, drawn up in well ordered ranks, is North Carolina's Great War army, 82,000 strong. These are upstanding men, fed and clothed and sheltered and trained and equipped for service; provided with all possible comforts, and ministered unto by North Carolina's 250,000 Red Cross members, besides scores of other agencies and thousands of individuals in the homes. State and Federal funds seemingly inexhaustible are spent, as indeed they should be, for the welfare of these men.

For the second army also—the school army—the State has reached with unstinted hand into her coffers and is gladly and willingly providing them with needed training and equipment for life's battles. This army is served by more than 16,000 drillmasters and officers whose whole business it is to give worth-while training to their army. Moreover, this school army is ministered unto by thousands of members of Parent-Teachers Associations and by various other organizations which look to the physical, mental and moral welfare of its members. This army stands out 840,000 strong, the pride and joy and the future hope of the State.

But what of this third army—North Carolina's army of illiterates, more than 240,000 strong(?). They are gathered together from the mountains to the sea, they come from field and mart and loom. They come with hesitant tread and hopeless mien. Where are leaders and trainers for these, and what are the agencies that minister unto them? Does State and Nation here supply means for strengthening this, its weakest force? These 240,000 illiterates, if not a menace, are at best a very real hindrance to the development of the social, economic and political interests of the State. North Carolina in an effort to remedy this condition has written into her laws a provision by which schools for teaching illiterates may be organized and financed and conducted just as other public schools. That sounds very effective—it would be if it were being done, but it is not being done to any appropriate extent. The main reason for the apparent inefficiency of the plan is lack of a public sentiment so compelling as to arouse county commissioners and school boards to the danger of not providing funds for teaching illiterates. There is reason to believe that the Federal Government may in the near future provide funds to aid states in the accomplishment of this work. However, if this comes to pass, we may reasonably expect the Federal Government to formulate a plan through which the state school system shall be made responsible for the general administration of the work. This is another reason why each school in the State should now provide as a part of its organization ways and means for teaching illiterates in its district.

The need for this work is urgent, and so patent that argument for it is useless. May each reader of this magazine consider North Carolina's Army of Illiterates, and may each reader become a special agent whose business shall be by word and deed to arouse public sentiment to that pitch where it will be possible for our State to make good in her tardy attempt to mete out delayed justice to these, her most helpless citizens.

When changing your address, notify the publisher of NORTH CAROLINA EDUCATION promptly, giving the old as well as the new address. And always say with what month the change should begin.

THE GREAT WORK OF THE DOUBLE-BARRED RED CROSS

By Florence Chapman Williams, State Director of Health Work Among Negroes in North Carolina

Origin and Growth of the Work

During the first two weeks in December, the nation will be given its chance to support the double-barred red cross, which is the sign of the fight against tuberculosis, and not the American Red Cross, as many of our people seem to believe. They are two separate and distinct organizations.

The funds realized from the sale of Tuberculosis Christmas seals at one cent each and bonds at \$5.00 and up will mean the provision of the things needed to continue the fight, and that another link in the germ-laden chain which binds the country will be hacked away.

In October, 1902, the International Anti-Tuberculosis Association met in Berlin, and before that body of workers Dr. C. Sersiron, of Paris, proposed that a double-barred cross be adopted as the emblem of the fight against tuberculosis. His emblem was approved, and from that day the double-barred cross has been the symbol of hope to millions of tuberculous people.

Dr. Sersiron took a simple method, and yet an effective one in choosing the emblem. It was a combination of the Croix de Lorraine and the cross of the Greek Catholic Church. Both crosses are symbols of charity and help to humanity, and their combination was selected to be the symbol of the hope of civilization.

Four years later the cross came over the ocean. It was in 1906 that the National Tuberculosis Association was formed, and for the fifteen intervening years this double-barred cross has been carried over America with ever increasing power.

The double-barred red cross has stood for every feature of the great scourge of humanity—Tuberculosis. It has meant international gatherings at which long studies have been made in stamping out this great white plague. It has provided automobile tuberculosis exhibits which have taught thousands the insidiousness of the disease, and it has established tuberculosis weeks, clinics and moving-picture ears, through which Americans have learned how to fight the plague. It has promoted legislation which lessened the danger of the disease.

By co-operating with labor it is crushing the force of the plague among working men, and it has provided over 43,000 beds for tuberculosis patients.

It is putting more than \$9,000 yearly into the fight against tuberculosis among negroes. It is not possible to tell all of the things the double-barred cross has accomplished. It has been and is persistent in its fight. It has reduced the number of tuberculosis patients considerably, and it is gradually ridding the nation of the insidious monster which has gripped it.

There are more than 1,000 local and state tuberculosis organizations in the country, all fighting a stern battle under the emblem of this double-barred red cross. They have joined in a campaign to teach

the people that tuberculosis can be cured and can be prevented.

When the double-barred red cross first threw its influence over this country, fifteen years ago, there were about 115 tuberculosis sanatoria with a bed capacity of 9,000. Today there are over 600 such institutions, with a bed capacity of over 43,000.

There are, by a close estimate, at least 2,000,000 tuberculous persons in this country. More than ever before must be done to make war and crush this terrible scourge.

A Cause Worthy of Sacrifice

We need no calendar to warn us of the approach of Christmas, for the brightest day in the history of civilization proclaims itself from afar. The weightiest argument in favor of the New Testament lies in the continuity of the faith and hope inspired by the Star of Stars that hung over the little town of Bethlehem in the long ago. We must concede that the simple gospel of Jesus Christ revolutionized the world. He came to serve and lift mankind. He laid hands of healing upon the world's wounds. By His example, He crystallized and vitalized truths that had been only groped for in the ages before Him. He challenged Hate to do its worst with Love, for He knew that Love is eternal.

The work of Jesus Christ is not finished. It begins anew with every rising of the sun, and He made it your business and my business, to be carried forward in His spirit. The campaign of the double-barred red cross in its sale of Christmas seals presents to each and every one of us an opportunity to render service to mankind in the name of Jesus of Nazareth. Invest generously in Christmas seals as part of your Christmas.

Every generous deed is a sacrament, a renewal of the bond between ourselves and that power within us that makes for rightness. The finest gift is one that represents a sacrifice, for then, truly, the heart goes with it. We are enriched, not by what we keep but by what we give away.

To rekindle in a faltering or stricken soul confidence in the Eternal God, though the instrument be only a stimulating word—or the smallest gift—by such simple means we may lay up treasure in that City builded by no hand and unassailable from any shore. By so much we bear testimony to the Light which lighteth every man that cometh into the world.

Therefore buy Christmas seals until you feel the sacrifice, thereby keeping alive God's mission into the world, at the same time serving the double-barred red cross in its great task of eliminating tuberculosis among folks—everybody.

To think less of ourselves and more of our neighbors, to ease the burden of friend or stranger, to help the good cause or the discouraged comrade—in these ways we may widen and strengthen the spirit of good will among men and enlarge the sale of Christmas seals under the double-barred red cross.

TEACHING POETRY IN THE GRADES---III

By Susan Fulghum, State Department of Education

Note by the Editor.—This is the third collection of poems for study and memorizing in the grades, prepared by Miss Fulghum for *North Carolina Education*. The list for the first grade, with an introduction to the series which no teacher of these poems should miss, appeared in the October number. The list for the second grade was printed in the November number. This month the poems are selected for the third and fourth grades. The series will be continued in subsequent numbers. In the November number, Emily Huntington Miller's "The Bluebird" was by some sort of slip credited to Samuel Taylor Coleridge as author. The Editor will thank all teachers who use that poem to make the proper correction.—W. F. M.

POEMS FOR THE THIRD GRADE

WYNKEN, BLYNKEN AND NOD

Eugene Field

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe—
Sailed on a river of crystal light,
Into a sea of dew.
"Where are you going, and what do you wish?"
The old moon asked the three.
"We have come to fish for the herring fish
That live in this beautiful sea;
Nets of silver and gold have we!"
Said Wynken,
Blynken,
And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe,
And the wind that sped them all night long
Ruffled the waves of dew.
The little stars were the herring fish
That lived in that beautiful sea—
"Now cast your nets wherever you wish—
Never afeard are we";
So cried the stars to the fishermen three:
Wynken,
Blynken,
And Nod.

All night long their nets they threw
To the stars in the twinkling foam—
Then down the skies came the wooden shoe
Bringing the fishermen home;
'Twas all so pretty a sail it seemed
As if it could not be,
And some folks thought 'twas a dream they'd dreamed
Of sailing that beautiful sea—
But I shall name you the fishermen three:
Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes:
And Nod is a little head,
And the wooden shoe that sailed the skies
Is the wee one's trundle-bed.
So shut your eyes while mother sings
Of wonderful sights that be,
And you shall see the beautiful things
As you rock in the misty sea,
Where the old shoe rocked the fishermen three:
Wynken,
Blynken,
And Nod.

THE FOUR WINDS

Frank Dempster Sherman

In winter, when the wind I hear,
I know the clouds will disappear;
For 'tis the wind who sweeps the sky
And piles the snow in ridges high.

In spring, when stirs the wind, I know
That soon the crocus buds will show;
For 'tis the wind who bids them wake
And into pretty blossoms break.

In summer, when it softly blows,
Soon red I know will be the rose;
For 'tis the wind to her who speaks,
And brings the blushes to her cheeks.

In autumn, when the wind is up,
I know the acorn's out its cup;
For 'tis the wind who takes it out,
And plants an oak somewhere about.

O LITTLE TOWN OF BETHLEHEM!

Phillips Brooks

O little town of Bethlehem!
How still we see thee lie,
Above thy deep and dreamless sleep,
The silent stars go by;
Yet in thy dark street shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee tonight.

For Christ is born of Mary,
And gathered all above,
While mortals sleep the angels keep
Their watch of wondering love.
O morning stars together
Proclaim the holy birth!
And praises sing to God the King,
And peace to men on earth.

How silently, how silently,
The wondrous gift is given;
So God imparts to human hearts
The blessings of His heaven.
No ear may hear His coming,
But in this world of sin,
Where meek souls will receive Him still,
The dear Christ enters in.

O holy Child of Bethlehem!
Descend to us, we pray,
Cast out our sin and enter in,
Be born in us today.
We hear the Christmas angels,
The great glad tidings tell,
O, come to us, abide with us,
Our Lord Immanuel!

ALL THINGS BEAUTIFUL

Cecil F. Alexander

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

Each little flower that opens,
Each little bird that sings,
He made their glowing colors,
He made their tiny wings.

The purple-headed mountains,
The river, running by,
The morning, and the sunset,
That lighteth up the sky.

The tall trees in the greenwood,
The pleasant summer sun,
The ripe fruits in the garden,
He made them every one.

He gave us eyes to see them,
And lips that we might tell,
How great is God Almighty,
Who hath made all things well.

THE YEAR'S AT THE SPRING

Robert Browning

The year's at the spring,
The day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the horn;
God's in His heaven—
All's right with the world.

SWEET AND LOW

Alfred Tennyson

Sweet and low, sweet and low,
 Wind of the western sea,
 Low, low, breathe and blow,
 Wind of the western sea!
 Over the rolling waters go,
 Come from the dying moon and blow,
 Blow him again to me;
 While my little one, while my pretty one sleeps.

Sleep and rest, sleep and rest,
 Father will come to thee soon;
 Rest, rest, on mother's breast,
 Father will come to thee soon;
 Father will come to his babe in the nest;
 Silver sails all out of the west,
 Under the silver moon:
 Sleep, my little one, sleep, my pretty one, sleep.

WISHING

William Allingham

Ring-Ting! I wish I were a primrose,
 A bright yellow primrose blooming in the spring,
 The stooping boughs above me,
 The wandering bee to love me,
 The fern and moss to creep across,
 And the elm tree for our king!

Nay—stay! I wish I were an elm tree,
 A great, lofty elm tree with green leaves gay!
 The winds would set them dancing,
 The sun and moonshine glance in,
 The birds would house among the boughs,
 And ever sweetly sing!

Oh—no! I wish I were a robin,
 A robin or a little wren, everywhere to go;
 Through forest, field, or garden,
 And ask no leave or pardon,
 Till winter comes with icy thumbs
 To ruffle up our wings!

Well—tell! Where should I fly to,
 Where go to sleep in the dark wood or dell?
 Before a day was over,
 Home comes the rover,
 For mother's kiss,—sweeter this
 Than any other thing!

THE OWL AND THE PUSSYCAT

Edward Lear

The Owl and the Pussycat went to sea
 In a beautiful pea-green boat.
 They took some honey, and plenty of money
 Wrapped up in a five-pound note.
 The Owl looked up to the stars above,
 And sang to a small guitar,
 "O lovely Pussy! O Pussy my love!
 What a beautiful Pussy you are,—you are!
 What a beautiful Pussy you are!"

Pussy said to the Owl, "You elegant fowl,
 How wonderfully sweet you sing!
 Oh! let us be married, too long we have tarried,—
 But what shall we do for a ring?"
 They sailed away for a year and a day
 To the land where the bong-tree grows;
 And there in a wood a Piggy-wig stood
 With a ring at the end of his nose,—his nose,
 With a ring at the end of his nose.

"Dear Pig, are you willing to sell for one shilling
 Your ring?" Said the Piggy, "I will."
 So they took it away, and were married next day
 By the Turkey who lives on the hill.
 They dined upon mince and slices of quince,
 Which they ate with a runcible spoon;
 And hand in hand, on the edge of the sand,
 They danced by the light of the moon,—the moon,
 They danced by the light of the moon.

WINDY NIGHTS

Robert Louis Stephenson

Whenever the moon and stars are set,
 Whenever the wind is high,
 All night long in the dark and wet,
 A man goes riding by.
 Late in the night when the fires are out,
 Why does he gallop and gallop about?

Whenever the trees are crying aloud,
 And ships are tossed at sea,
 By, on the highway, low and loud,
 By at the gallop goes he;
 By at the gallop goes he, and then
 By he comes back at the gallop again.

I LOVE YOU, MOTHER

Joy Allison

"I love you, mother," said little John;
 Then, forgetting his work, his cap went on,
 And he was off to the garden swing,
 Leaving his mother the wood to bring.

"I love you, mother," said rosy Nell!
 "I love you better than tongue can tell."
 Then she teased and pouted full half the day,
 Till her mother rejoiced when she went to play.

"I love you, mother," said little Fan,
 "Today I'll help you all I can;
 How glad I am that school doesn't keep!"
 So she rocked the babe till it fell asleep.

Then, stepping softly, she took the broom,
 And swept the floor, and dusted the room;
 Busy and happy all day was she,
 Helpful and cheerful as child could be.

"I love you, mother," again they said—
 Three little children going to bed;
 How do you think that mother guessed
 Which of them really loved her best?

POEMS FOR THE FOURTH GRADE

The following poems are suggested for memorizing in
 the fourth grade:

OCTOBER

Helen Hunt Jackson

O, suns and skies and clouds of June,
 And flowers of June together,
 Ye cannot rival for one hour
 October's bright blue weather.

When loud the bumblebee makes haste,
 Belated, thriftless, vagrant,
 And golden-rod is dying fast,
 And lanes with grapes are fragrant.

When gentians roll their fringes tight,
 To save them from the morning,
 And chestnuts fall from satin burrs
 Without a word of warning.

When on the ground red apples lie
 In piles, like jewels shining,
 And redder still, on old stone walls,
 Are leaves of woodbine twining;

When all the lovely wayside things,
 Their white-winged seeds are sowing,
 And in the fields still green and fair,
 Late aftermaths are growing.

When springs run low, and on the brooks,
 In idle golden freighting,
 Bright leaves sink noiseless in the hush
 Of woods and winter waiting.

O, suns and skies and flowers of June,
 Count all your boast together,
 Love loveth best of all the year
 October's bright blue weather.

THE VILLAGE BLACKSMITH
Henry Wadsworth Longfellow

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach;
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought!

NORSE LULLABY
Eugene Field

The sky is dark and the hills are white
As the storm-king speeds from the north tonight;
And this is the song the storm-king sings,
As over the world his cloak he flings:
"Sleep, sleep, little one, sleep;"
He rustles his wings and gruffly sings:
"Sleep, little one, sleep."

On yonder mountain-side a vine
Clings at the foot of a mother pine;
The tree bends over the trembling thing,
And only the vine can hear her sing:
"Sleep, sleep, little one, sleep—
What shall you fear when I am here?
Sleep, little one, sleep."

The king may sing in his bitter flight,
The tree may crouch to the vine tonight,
But the little snowflake at my breast
Liketh the song I sing the best—
"Sleep, sleep, little one, sleep;
Weary thou art, a-next my heart,
Sleep, little one, sleep."

EVENING AT THE FARM
John Townsend Trowbridge

Over the hill the farm boy goes;
His shadow lengthens along the land,
A giant staff in giant hand;
In the poplar tree above the spring
The katydid begins to sing;
The early dews are falling:
Into the stone heap darts the mink,
The swallows skim the river's brink,
And home to the woodland fly the crows,
When over the hill the farm boy goes,
Cheerily calling—
"Co', boss! co', boss; co', co'! co'!"

Farther, farther over the hill,
Faintly calling, calling still—
"Co', boss! co', boss; co'! co'!"

Into the yard the farmer goes,
With grateful heart, at the close of day:
Harness and chain are hung away;
In the wagon shed stand yoke and plow;
The straw's in the stack, the hay in the mow;
The cooling dews are falling:
The friendly sheep his welcome bleat,
The pigs come grunting to his feet,
The whinnying mare her master knows,
When into the yard the farmer goes,
His cattle calling—
"Co', boss! co', boss; co', co'! co'!"

While still the cow-boy far away,
Goes seeking those that have gone astray—
"Co', boss! co', boss; co'! co'!"

Now to her task the milk maid goes;
The cattle come crowding through the gate,
Lowling, pushing, little and great.
About the trough, by the farmyard pump,
The frolicsome yearlings frisk and jump,
While the pleasant dews are falling:
The new milch heifer is quick and shy,
But the old cow waits with tranquil eye,
And the white stream into the bright pail flows,
And to her task the milkmaid goes,
Soothingly calling—
"So, boss! so, boss! so! so! so!"

The cheerful milkmaid takes her stool,
And sits and milks in the twilight cool,
Saying, "So, so, boss! so! so!"

To supper at last the farmer goes;
The apples are pared, the paper read,
The stories are told, then all to bed;
Without, the cricket's ceaseless song
Makes shrill the silence all night long;
The heavy dews are falling:
The housewife's hand has turned the lock;
Browsily ticks the kitchen clock;
The household sinks to deep repose;
But still in sleep the farm boy goes
Singing, calling—
"Co', boss! co', boss; co', co'! co'!"

And oft the milkmaid, in her dreams,
Drums in the pail with the flashing streams,
Murmuring, "So, boss! so!"

A CHILD'S THOUGHT OF GOD
Elizabeth Barrett Browning

They say that God lives very high!
But if you look above the pines
You cannot see our God. And why?
And if you dig down in the mines
You never see Him in the gold,
Though from Him all that's glory shines.

God is so good, He wears a fold
Of heaven and earth across His face—
Like secrets kept, for love, untold.

But still I feel that His embrace
Slides down by thrills, through all things made,
Through sight and sound of every place:
As if my tender mother laid
On my shut lids, her kisses' pressure,
Half waking me at night; and said
"Who kissed you through the dark, dear gues-
ser?"

THE FAIRIES
William Allingham

Up the airy mountain,
Down the rushy glen,
We daren't go a-hunting,
For fear of little men;

Wee folk, good folk,
Trooping all together;
Green jacket, red cap,
And white owl's feather.

Down along the rocky shore
Some make their home:
They live on crispy pancakes
Of yellow tide-foam;

Some in the reeds
Of the black mountain lake,
With frogs for their watch-dogs,
All night awake.

High on the hilltop
The old king sits;
He is now so old and gray
He's nigh lost his wits.

* * * * *

Up the airy mountain,
Down the rushy glen,
We daren't go a-hunting
For fear of little men;

Wee folk, good folk,
Trooping all together;
Green jacket, red cap,
And white owl's feather!

(Note. —All the children should know "America." In addition the following patriotic selection is suggested.)

THE FLAG GOES BY
Henry Holcomb Bennett

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The Flag is passing by!

Blue and crimson and white it shines
Over the steel-tipped ordered lines.
Hats off!
The colors before us fly!
But more than the flag is passing by:

Sea fights and land fights, grim and great,
Fought to make and save the State:
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right, and law,
Stately honor and reverend awe;

Sign of a nation, great and strong,
To ward her people from foreign wrong;
Pride and glory and honor,—all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blow of bugles, a ruffle of drums;
And loyal hearts are beating high;
Hats off!
The Flag is passing by!

A BOY'S SONG
James Hogg

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest;
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow lies the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

Why the boys should drive away
Little maidens from their play,
Or love to banter and fight so well,
That's the thing I never could tell.

But this I know, I love to play
Through the meadow, along the hay;
Up the water o'er the lea,
That's the way for Billy and me.

WHILE SHEPHERDS WATCHED THEIR FLOCKS BY NIGHT
Nahum Tate

While shepherds watched their flocks by night,
All seated on the ground,
The angel of the Lord came down,
And glory shone around.

"Fear not," said he, for mighty dread
Had seized their troubled mind;
"Glad tidings of great joy I bring
To you and all mankind.

"To you, in David's town, this day
Is born, of David's line,
The Savior, who is Christ the Lord,
And this shall be the sign:
"The heavenly babe you there shall find
To human view displayed,
All meanly wrapped in swaddling bands,
And in a manger laid."

Thus spake the seraph; and forthwith
Appeared a shining throng
Of angels, praising God, who thus
Addressed their joyful song:

"All glory be to God on high,
And to the earth be peace;
Good will henceforth from Heaven to men
Begin and never cease."

I have just finished reading NORTH CAROLINA EDUCATION for September, and enjoyed it very much.—
From the Principal of a Farm Life School.

America's greatest educational need is a trained teacher for every child.—D. B. Waldo, President State Normal School, Kalamazoo, Mich.

The date on your label shows whether your subscription is about to expire or not. Please renew promptly so as not to miss a single copy. The price is \$1.50 a year.

ASSIGNING A LESSON IN HISTORY OR CIVICS

By William Thomas Laprade, Department of History, Trinity College, Durham, N. C.

The construction of a good lesson plan, we decided in our article last month, involves three decisive acts or decisions by the teacher. The first thing to be determined is the immediate goal for the lesson, the end to be attained. This goal, as a matter of course, ought to be a vital and necessary part of the ground to be covered for the semester or year. The second thing to be determined is the means best calculated to accomplish the predetermined end, in other words, the actual content of the bulk of the lesson. Finally, the wise teacher gives serious attention to the task of finding a suitable means of introducing the subject and of attracting the attention of the pupils in the beginning of the period.

From all of which it appears that the least difficult part of the task in assigning a lesson in history or civics is selecting the portion of the text to be read and voicing the requirement that the pupils read it. As a rule, one not looking for anything definite will find nothing in particular. In no case is this more true than when pupils are asked to read the next chapter or the next so many pages in a textbook on history or civics, especially if the voice of the teacher suggesting this reading is interrupted by the bell sounding the close of the recitation period. Even the most studious pupils seldom derive much benefit from this species of exercise.

A lesson in history or civics is not so many pages to be read, or so many facts to be learned, not, indeed, any interpretation of facts to be acquired uncritically. It is rather an explanation to be sought, a proposition to be proved, if it is susceptible of proof. But nobody can seek intelligently for an explanation until he is informed of the phenomenon to be explained; nobody can make headway proving a proposition until he has information about the proposition to be proved.

The task of a teacher in assigning a lesson in history or civics is to state a proposition that it is useful to prove, to delineate a phenomenon it is useful to explain, and then, as a matter of expedition, to suggest places in the available texts where material may be found to explain the phenomenon or prove the proposition. The book, by this process, becomes a sort of arsenal from which pupils procure the ammunition in the several tasks assigned to them. They thus develop the habit of using the book as a source from which to obtain material as it is needed rather than as a final pronouncement on the subject.

But the point is that if a teacher succeeds in making assignments of this character the pupils will actually find themselves in need of the materials which the book contains. On the other hand, as is too fre-

quently the case, if the pupils are left to read through the text as the author has written it, with the responsibility of stating their own propositions and then proceeding to prove them or of selecting from the rest particular phenomena for which to seek explanations, they usually end by failing to discover that there is anything whatever remarkable about the burning bushes that strew the pathway and so pass through the hour of alleged study little wiser than when it was begun.

A teacher who is successful in making pupils conscious that there is something definite to be found in the history or civics lesson for the morrow has gone far to smooth the way for the class exercises of the coming day. This can seldom be done if the lesson is assigned hurriedly at the close of the period. Something more is necessary than merely to state the subject for discussion if the interest of the pupils is to be enlisted in a manner at all vivid. They will have to be led into the subject for the coming day by skilful questioning or by carefully planned statements. If the task is actually performed, however, it is worth while spending half of the period to do it.

Admitting all that has been said, a difficulty that many teachers may have found with the suggestions made in these articles is the apparent reluctance of the author to give samples of the methods he has suggested. The reason I have so seldom given these examples is that the successful teacher of history or civics must, of necessity, make his own personality so vital a part of his work that it is not easy to suggest formulae that will not run the risk of doing more harm than good. The point in the above is not that you ought to set your pupils any special task to perform or problem to solve, but that you ought to set them to solve some problem or perform some task that involves the use of social and historical facts. Just what problem it will be best to try to solve, what task it will be most helpful to perform, depends on you, on the membership of the class, and on the circumstances in the time and place of conducting the class. In few things more than in teaching history is the maxim true that what is one man's meat is another man's poison.

I shall probably, in a future article, suggest one or more tentative lesson plans, but I wish to express first an emphatic warning that it would likely be a mistake for any other teacher than myself to attempt to use *in toto* a plan that I suggest. I should not myself use it indiscriminately for all classes on all occasions. In fact, it is almost as necessary to have the courage to depart from a lesson plan, if the exercise in which the class is engaged appears to be fruitful of desired results, as it is essential to make one if there is to be any guarantee that a class will do anything useful.

STUDYING TREES AND SHRUBS AT THE COUNTY FAIR

By Cordelia Camp, Rural Supervisor of Forsyth County

One function of the rural school is to train its pupils to *see* what they *look at*, and to add to their own lives the beauty and significance of life around them. Realizing that nature study affords a channel for the accomplishment of this aim, a number of the Forsyth schools recently engaged in a project that may have interest also for others.

The following is a brief account of this project, which had for its aim to arouse an interest in and an appreciation of trees and shrubs. The County Fair furnished an objective for the project. A first prize of \$20.00, and a second prize of \$10.00 was offered to the school which would arrange the greatest number of specimens of trees and shrubs. These were to be arranged neatly on cardboard, families being put on one card. The exhibit was to be judged on the following basis:

Number of specimens counted, 60 points; common names, 20 points; botanical names, 5 points; and neatness, 15 points.

Much interest was aroused, and schools vied with each other in making the largest collection. Not only did the children become enthusiastic, but the older people as well. Books on trees and shrubs were secured, and diligent searches for new specimens were made. Several older people were glad of the opportunity of learning the names of certain trees in which they had long been interested.

Prof. Henry R. Totten, from the School of Botany at the University of North Carolina, judged the exhibits. The highest number of specimens was 116 and the next highest 96. Prof. Totten added much to the educative value of the exhibit by carefully correcting any names which were incorrect.

COMMUNITY SERVICE AS AN AID TO LANGUAGE

By Nannie E. Pigg, Franklinton, N. C.

Among the modern agencies for motivating language work, the Community Service occupies a large place.

In the first place, the movie gives the children something to talk and write about. In the second place, if they know there is some one specially interested in reading their letters and compositions, and who will place the best one before the eyes of the world in the county paper, it has an electrical effect upon the language of a school room.

In Macon County, during the past summer, we tried it and got some wonderful results, even when the schools were not in session. We would have the best letter each week in the *Franklin Press*. They wrote their opinions of the pictures. One child wrote, "I enjoyed 'Enoch Arden,' but I do not care for 'Mutt and Jeff'."

Away over on the Nantahala River, thirteen miles from anywhere, there is a little school Aquone. The children of the Primary room wrote me letters on their Community Field Day, September 10. One of them follows:

Dear Miss Pigg:

We had our picnic. We had a good time running races

and playing ball. We sure had a nice time. I am seven years old and in the third grade.

Your friend,
AUSTIN RUSSELL.

Miss Maude Welch, of Aquone, is making good use of the plan for motivating her English work. Following are some letters (all being dated at Aquone September 13, 1921) which her children sent:

Dear Miss Pigg:

I am going to school every day and like to go fine. Well, we had a ball game and ran races. We sure did have a fine time. I am twelve years old and am learning fast. You must come back and see us.

NORA TAYLOR.

Dear Miss Pigg:

We had a picnic Saturday. We had foot races and all kinds of games and baseball games. We sure did have a fine time. I am 10 years old. I am in the third grade.

Good-bye, your friend.

FLORENCE BYRD.

Dear Miss Pigg:

We had our picnic Saturday. We sure did have a fine time. We ran races and played all kinds of games. We played base ball. I am 9 years old. I am in the third grade.

Your friend,
FRANCES DALTON.

Mr. Step has grasped the idea of Community Service as perhaps no other teacher has. He and his community have real community picnics fortnightly. The last one incorporated athletic stunts with the "eats." Judging by the interest manifested by patrons and pupils, it was a success.

A COUNTRY SCHOOL MA'M AND PROUD OF IT!

By a Rural School Teacher in a Mountain County

When I finished high school and entered college, it did not for one moment enter my mind that I should ever be a school teacher. Had the thought once come to me I am sure that it would have been an unpleasant one, for I had always silently pitied my school teachers. My idea of a teacher was a middle-aged person, stiff and stern, plain in feature and dress, unsmiling and strictly business; and let me whisper, as Billy said of his Aunt Minerva, "jest a hater of pants."

That was three years ago. Now, as I write this, I congratulate myself upon being a "school marm," and, I trust, a loyal one. I think there is no work on this beautiful earth in which one can render more service than as a good, efficient, conscientious school teacher.

I love my school individually. I feel a deep interest in the welfare of each and every one of my pupils. Although I teach a rural school in the mountains of Western North Carolina, I can say, with all sincerity and honesty, that no finer children have ever been enrolled in a city school than I have in my little school consisting of one room. We are a happy family. I reckon I smile most all of the time, for how could I do otherwise when on every side before me are little faces beaming with eagerness to learn?

And I am not middle-aged, either! Last April I celebrated my twentieth birthday. My friends all laugh and tell me that I shall certainly be an old maid, but my answer is that I do not mind as long as I can be as happy in my work as I now am. I do not wish for any other joy, for I am proud to say that I am a "country school ma'm."

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PITH AND PARAGRAPH

In grouping the schools of a county sufficient attention must be given to the location in order that all children of a county may have high school advantages.

What is a seventh grade school? Are the superintendents and principals paying sufficient attention to the organization of the schools so that it is clear in the several counties as to what constitutes the elementary school?

It is believed that the idlest institution in the State Thanksgiving week was the Raleigh Committee on Grievances appointed to assist in taking care of the Teachers' Assembly. The capital city is naturally quite proud of the fact.

It is the duty of the county board of education to district the county so that all children may have advantage of an elementary and high school. How many children in a county are denied high school privileges? Superintendents should give very serious thought to this question.

It is remarkable how many people at first opposed the use of the school truck. But after a year it is equally as remarkable how interested they become in the use of the truck. It takes about a year to convert the most obstinate. Therefore, it is better to convert than to force people to use the truck.

A suggestion for the Executive Committee: At next year's session of the Assembly, provide distinguishing badges not only for the delegates, but for the members who attend. These badges (or ribbons) of varying colors or designs might also indicate the department with which the wearer is associated.

By some sort of slip last month, the authorship of the poem, "The Bluebird" (on page 9) was erroneously credited to Samuel Taylor Coleridge. These

verses were written by Emily Huntington Miller, whose name will be written in, we hope, by the teachers who use this charming little poem in their classes.

The principals and superintendents should study school organization and the classification of pupils. This is an important subject. We have no information that it is being neglected, yet we have little information that the schools are making the progress they should make in the proper organization of the courses and the classification of pupils.

The white illiteracy in the rural districts is 9.2%, but in the urban districts it is only 4%. In other words, there is twice as much illiteracy in the country as in the towns. This is an evidence that the teachers in the rural districts must be improved, and it is the duty of the town to help in this undertaking.

Many teachers report that they began teaching without any contract with the committee. Afterward they are surprised to learn that the salary allowed is not what they expected to receive. The law is clear that the teacher must make contract with the proper authorities, and if this requirement of the law is not fulfilled misunderstanding will naturally be the result.

Teachers should be careful in making contracts and they should be still more careful in keeping them. Moreover, superintendents should keep the records so clear that there can be no misunderstanding. There has been less complaint this year than heretofore, but there has been some complaint that not only teachers but superintendents likewise have failed to keep their contracts.

It is very gratifying to learn that the attendance in the white schools has greatly improved. Ten years ago the enrollment of the children between seven and thirteen years of age was 80.7%, but in 1920 it was 89.5%. With this high enrollment our illiteracy would be less if our teachers were better prepared. It is a commentary on the teaching. We must improve it.

The compulsory school law and the rules governing compulsory attendance are clear in this respect—The children cannot be compelled to walk more than two and one-half miles to schools. It is a recognized fact that this is entirely too far for little children to walk, and it is the duty of the board of education to provide transportation for children living more than two and one-half miles from school. But the board of education should not draw the line absolutely at this point. Where little children live that far from school they should be provided with transportation.

WHITE ILLITERACY IN NORTH CAROLINA

There are 105,318 white people ten years of age and above that are unable to read and write. A county superintendent stated in the office of the State Superintendent of Public Instruction a few days ago that a petition was signed by forty people asking for an election for schools in a district and over half of them had to make their mark.

It is very gratifying to learn that the white illiteracy has decreased from 12.3% to 8.2% within the last decade. But still we have over 100,000 white people that are illiterate. The following table is interesting. In nine counties the percent of illiteracy is under 5%, as follows:

N. Hanover. 1.8%	Guilford ... 4.1%	Buncombe .. 4.8%
Craven 3.3%	Pender 4.5%	Hoke 4.8%
Mecklenburg 3.5%	Rowan 4.6%	Warren ... 4.8%

But there are twelve counties in which the illiteracy is above 12%:

Wilkes ....17.1%	Swain .....13.5%	Avery .....12.8%
Yancey ....16.2%	Surry .....13.3%	Jackson ...12.7%
Graham ...15.9%	Burke .....13.0%	Caldwell ...12.6%
Stokes ....14.5%	Mitchell ...12.8%	Greene ....12.5%

Ten years ago the percent of illiteracy for the whites was 12.3%. These twelve counties have not yet reached the level of the average in North Carolina ten years ago. This matter should be called to the attention of the boards of education and they should not delay in making provisions for the eradication of illiteracy in these counties. Between these two sets of counties there are seventy-nine whose illiteracy ranges from 5% to 12%. This should be a matter of concern to these counties.

We shall from time to time give further information concerning the illiteracy both of the whites and the negroes in North Carolina.

AN IMPORTANT SUPREME COURT DECISION

All superintendent and members of boards of education are concerned in the recent decision of the Supreme Court which declared a certain bond issue in Nash County invalid. A part of the decision is as follows:

"Where the territory embraced in a given district is too small, under the limitation of the statute, to provide for the payment of the bonds, in the amount proposed, and this fact is affirmatively established prior to the sale of the bonds, we must deny the authority to embark upon such an enterprise. In the instant case, the amount of bonds proposed is too large, considering the taxable value within the territorial limits of the school district. The undertaking, as it appears on the record, is top-heavy and wanting

in self-sufficiency, for which reason the law must withhold its approval."

In that case the election was held on a question to issue \$20,000 of school bonds, but it appeared that the total taxable property in the district for 1919 was \$476,549, and the total number of polls 177. The amount of taxes that could be raised was \$1,718.13, which was \$518.13 over and above six percent interest on \$20,000. But the Supreme Court did not believe this margin was sufficient to provide a sinking fund sufficient to pay the bonds at maturity.

FOR THE JANUARY NUMBER

For publication next month, or as soon as practicable afterwards, the following articles are promised:

1. Planning Work in History and Civics. By Dr. Wm. T. Laprade. The fifth article in this series.
2. An Outline for the Study of "Education for Democracy." By J. Henry Highsmith.
3. The Rural Schools of Macon County. By Miss Nannie E. Pigg.
4. Poems for Study and Memorizing by the Fifth and Higher Grades. By Miss Susan Fulghum.
5. Third Section of Outline for Study of Bonser's "Elementary School Curriculum." By Mrs. T. E. Johnston.

ILLITERACY IN NORTH CAROLINA

According to the census of 1920, there are 241,445 illiterate persons 10 years of age and over in the State of North Carolina, "illiterate" meaning unable to write. Of this number 104,673 are native whites of native parentage, 171 are of foreign or mixed parentage, and 474 are of foreign birth.

The number of illiterate negroes is 133,516. In the total population ten years of age and over the percentage of illiteracy is 13.1, which, it is gratifying to note, shows a diminution since 1910, when it was 18.5. In the case of the negroes, the percentage declined 31.9 to 24.5, and in the case of the native whites of native parents from 12.4 to 8.2.

There is more illiteracy in the rural districts of the State than in the cities, the percentage being 14.1 for the rural population and 9.3 for the urban. For the native white population of native parentage the urban percentage of illiteracy is 4.0, while the rural is 9.2. In the case of the negro population the percentage is 20.3 in the urban population as against 25.7 in the rural. By counties the percentage of illiteracy ranges from 22.4 in Edgecombe county to 6.4 in Buncombe county.

A BOOK YOU SHOULD OWN AND READ

At least five thousand teachers should read Dr. Knight's history of public school education in North Carolina this fall and winter. An acquaintance with the State's educational history should form a part of the informational equipment of every teacher and school officer. Although the publishers' price is \$2.00, we have arranged to supply Dr. Knight's *Public School Education in North Carolina* to readers of NORTH CAROLINA EDUCATION at the following special rates:

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To those who are already subscribers to North Carolina Education, Dr. Knight's book will be mailed postpaid, single copies for \$1.70, or in clubs or ten copies or more for \$1.60 each.

Remit by money order or by check on a national bank; otherwise, kindly add ten cents which the banks here charge for exchange. Make remittances payable to W. F. Marshall, Publisher, Raleigh, N. C.

TO NON-SUBSCRIBERS

To those who are not subscribers to North Carolina Education, Dr. Knight's book will be mailed postpaid, single be mailed postpaid, single copies for \$2.00 each, or in clubs of ten copies or more for \$1.80 each.

Provide yourself at the earliest opportunity with a copy of Dr. Knight's book, and then by intelligent study appropriate its contents to the broadening of your professional knowledge and the enrichment of the professional quality of your mind.

PUT IT IN YOUR READING COURSE

In the October number of NORTH CAROLINA EDUCATION, Dr. J. H. Highsmith gave a cordial and deserved commendation of "Education for Democracy" as a reading circle study. It is a book of 263 pages by Dr. E. C. Brooks, published in 1919, and its theme and teachings should be deeply impressed upon the understanding and spirit of every teacher in this country. Dr. Highsmith mentions that it is being widely used in other States and believes that it would be highly profitable in a practical sort of way for principals, supervisors, superintendents, and high school teachers to study "Education for Democracy."

We are glad to have arrangements with the publishers, Rand, McNally & Company, to supply Dr. Brooks's book from Raleigh to readers of NORTH CAROLINA EDUCATION at the following prices:

WITH SINGLE NEW SUBSCRIPTIONS

North Carolina Education (beginning with September) \$1.50
Education for Democracy, by Dr. Brooks, regular price, 1.50

Total\$3.00

Both for only \$2.75

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To subscribers in clubs, Education for Democracy will be mailed postpaid for \$1.25 in addition to the club price of North Carolina Education, which is \$1.40 each in clubs of two to four; \$1.25 each in clubs of five to nine, \$1.00 each in clubs of ten or more.

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To those who are already subscribers to North Carolina Education, Dr. Brooks's Education for Democracy will be mailed postpaid at the rate of \$1.40 each for single copies, or in clubs of ten copies or more for \$1.35 each.

TO NON-SUBSCRIBERS

Education for Democracy will be mailed postpaid to non-subscribers at the rate of \$1.50 for single copies, or in clubs of ten copies or more at \$1.40 each.

Remit by money order or check on a national bank; otherwise, please add ten cents which the banks here charge for exchange. Make remittances payable to NORTH CAROLINA EDUCATION, Raleigh, N. C.
W. F. M.

IMPORTANT ARTICLES IN RECENT NUMBERS

In recent numbers of NORTH CAROLINA EDUCATION there have appeared several important articles, the timeliness of which endures beyond the mere month of their publication. Some of these articles, which few, if any, readers of NORTH CAROLINA EDUCATION will wish to miss altogether, are, for convenience in locating and procuring them, listed below by months.

So long as there is a supply of these numbers available, they will be mailed postpaid for fifteen cents each, or will be supplied on all regular subscriptions that begin with the September issue.

SEPTEMBER, 1921

Duty of School Officials to See That School Funds Are Kept Separate. By E. C. Brooks.

Knell of the Old Toll Gate—Suggestion for a School Project. By W. F. Marshall.

Reading Circle Work for 1921-22. By E. C. Brooks.

Use of Text-books in Teaching History. By W. T. Laprade.

OCTOBER, 1921

County Government and Public Education. By E. C. Brooks.

Outline for Study of Bonser's "Elementary School Curriculum." Chapters I to V. By Mrs. T. E. Johnston.

Planning the Work of a Course in History. By Wm. T. Laprade. The Second in a Series of Articles on Planning Work in History and Civics.

School Management Course in Union County Summer School. (A Committee Report by Ben M. Williams.)

Teaching Poetry in the Grades (With a number of poems to be taught). By Susan Fulghum. This is the first in a series of articles, the second and following articles consisting of poems for study by the grades.

NOVEMBER, 1921

Distinctive Work and Plans of the Hendersonville Teachers. By A. W. Honeycutt.

How to Issue and Market School Bonds to the Best Advantage. By S. Wade Marr.

Outline for Study of "Public School Education in North Carolina." By E. W. Knight.

Plan for Study of Clark's "Physical Training in the Elementary Schools." By Susan Fulghum.

The Lesson Plan in History and Civics. By W. T. Laprade. Third article in the series.

Teaching Poetry in the Grades—II. By Susan Fulghum. Poems for Study and Memorizing by the Second Grade. Miss Fulghum's introduction to the series will be found in the October number and should be missed by no teacher who uses this series of happily chosen poems.

CHANGES IN SUPERINTENDENTS

Since the list of changes in county and city superintendents was published in the September number of NORTH CAROLINA EDUCATION, the following additional changes have been made:

COUNTY SUPERINTENDENTS

J. T. Jerome succeeds A. M. Proctor in Wayne county.

Homer Henry succeeds Fred C. Sams in Madison county.

CITY SUPERINTENDENTS

O. V. Hicks succeeds W. C. Lane at Aberdeen.

Homer Henry succeeds O. V. Hicks and Chas. F. Owens succeeds Homer Henry at Murphy.

C. R. Hinshaw succeeds Joseph Clayton at Aulander.

B. C. Siske succeeds J. T. Robinson at Belhaven.

R. K. Hancock succeeds W. C. Strowd at Carthage.

W. C. Warlick succeeds J. D. Rankin at Cherryville.

A. L. Currie succeeds Miss Maude Vinson at Davidson.

A. H. Koonce succeeds R. S. Lennon at Haw River.

T. G. Perry succeeds Ivey Willis at Norwood.

C. L. Cates succeeds F. M. Williamson at Wadesboro.

W. C. Strowd succeeds G. O. Mudge at Warren-ton.

Isham B. Hudson succeeds L. H. Jobe at Wise.

E. O. Smithdeal succeeds J. J. Rose at Youngs-ville.

LIBRARIES IN EDUCATION

By Sherman Williams, in New England Journal of Education

1. All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained

- (a) To love to read that which is worth while.
- (b) To supplement their school studies by the use of books other than text books.
- (c) To use reference books easily and effectively.
- (d) To use intelligently both the school library and the public library.

2. Every secondary school should have a trained librarian, and every elementary school should have trained library service.

3. Trained librarians should have the same status as teachers or heads of departments of equal training and experience.

4. Every school that provides training for teachers should require a course in the use of books and libraries, and a course on the best literature for children.

5. Every state should provide for the supervision of school libraries and for the certification of school librarians.

6. The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools, and for the same reasons.

7. The school system that does not make liberal provision for training in the use of libraries, fails to do

its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

MOTIVATING LETTER WRITING

A clever young teacher in a school recently visited, used the following method in teaching children letter writing:

When classics were needed for use in reading, each member of the class wrote a letter to the publishing company, ordering these books and signing his or her name. The best letter was selected and mailed. It created great interest, and many of the letters were so well written that it was difficult to choose the best one. When the classics arrived, the children realized that a well-written letter had brought the result.

In the same way, these pupils renewed the teacher's subscriptions to magazines and papers. They also sent for Colgate's Dental Cream, and after it was received, they wrote letters thanking the Colgate Company and expressing their appreciation for the paste. Often the children suggested letters that they desired to send, and the whole class wrote on the subjects specified.

The teacher of these happy little scribes says: "I can teach letter writing in half the time and surely with half the effort by giving the children a motive to work for. Instead of the monotonous drill in heading, address, salutation, etc., so soon forgotten, the children 'learn to do by doing.'"—*Normal Instructor and Primary Plans*.

WORDS

Nowhere other than in a newly issued dictionary will the word "jitney" be found. It is defined as being slang for a small coin, presumably 5 cents. Southern negroes for many years have spoken of a 5-cent piece as a jitney. The word "flivver" is not found in the older dictionaries. It is used variously to denote a small motor car, or to characterize a failure. Similar is the slang word, "floopy." New words came out of the war, as new words have come from all wars. Occasionally a little used word is employed by some one of prominence and for a time it enjoys a vogue. Roosevelt revived "strenuous" and Taft "justiciable". President Harding some time ago used "normalcy", and more recently "cataclysmical." Normal is a term used in geometry, having a particular geometrical meaning as well as having other definitions when used in other forms of speech. In geometry normal means perpendicular, noting the position of a straight line drawn at right angles to the tangent line of a curve, or to the tangent plane of a surface at the point of contact. The Century dictionary defines normalcy as a word referring to geometry—the state of being normal. Normality means the same as normalcy. "Cataclysmical" is not found in the dictionaries. Cataclysmal pertains to a cataclysm, and cataclysmic is a condition characterized by cataclysms. With normalcy and cataclysmical as starters the country awaits the future with considerable anxiety.—*Indianapolis News*.

OUTLINE FOR STUDY OF BONSER'S "ELEMENTARY SCHOOL CURRICULUM"

By Mrs. T. E. Johnston, State Department of Education

Note by the Editor.—The outline for Lesson I, covering Chapters I to V, inclusive, was given in the October number of *North Carolina Education*.—W. F. M.

LESSON II—CHAPTERS VI AND VII, PAGES 89-131

CHAPTER VI.

Topic: The Project Method and the Curriculum

Explain what is meant by the "project method."
How is this method in harmony with the laws of learning?

Explain the three methods of selecting and arranging projects.

Which is the safer method to follow and why?

From what two standpoints should projects necessarily be weighed?

Show how the teacher may make use of one project to stimulate and direct larger interests to which this project may lead.

Projects freely initiated by the children may lead to projects of value in life.

Show how projects with an immediate purpose may be a part of a larger purpose in the mind of the teacher.

What should this larger purpose include?

In organizing work on this basis, what should the teacher be careful to avoid?

What determines the sequence of subject matter in a project curriculum?

What are some of the difficulties in school discipline in an education which calls for purposive activities?

When such problems as those discussed in the above question are solved, show how this develops a high type of citizenship in pupils.

Explain why the project method is opposed to departmental teaching in the Elementary School.

In changing from the present curriculum to the project method, what suggestions are made?

CHAPTER VII.

Topic: Illustration of Two Types of Project Organization

Would it be advisable or practicable to organize the work of the school entirely upon a project basis?

Give an outline of the plan as tried out by Miss Marie Henness.

(1) Objectives to attain.

(2) Flexible daily school program.

a. Morning Conference Period.

b. Constructive and Intellectual Project Period.

c. Drill Project Period.

d. Recreation Project Period.

(3) Typical projects children may undertake.

Explain the plan for the mastery of conventional subject matter under the project organization.

Discuss the skill which will be required on the part of the teacher to provide motives and to arouse interest in the mastery of the drill subjects.

Explain the conditions necessary for full project organization under the following heads:

(1) As to teacher's preparation and qualities of leadership.

(2) As to teacher's freedom in arrangement of work.

(3) As to how the outline required by the state may be covered by the end of the year.

Study the two types of project organization given in this chapter and answer the questions which follow.

a. History—Fifth and Sixth Grades.

b. Geography and Nature Study—Fifth and Sixth Grades.

To what end did the teacher direct the interests of the children?

Under the plan given, how is the necessity for drill taken care of? To what extent would the teacher have the co-operation of her pupils in securing needed efficiency in the tool subjects?

Summary of essential conditions for progress in making the curriculum a more vital factor in developing teaching by projects:

1. More flexible programs—more freedom from traditional method of routine.

2. Greater wealth of subject matter related to life situations.

3. Freedom for the teacher to work in a thoroughly professional spirit.

LESSON III—CHAPTERS VIII AND IX, PAGES 133-207

CHAPTER VIII.

Topic: How the Aims of Life Are Promoted by the Respective Kinds of Subject Matter

Explain what is meant:

"Until the procedure in school becomes typical of the procedure in life outside of school, the experiences of the school can affect conduct outside of school relatively little."

What suggestions are made for reducing the number of subjects of study?

Show how this plan aids the project method of teaching.

Point out the common error made in organizing subjects in "correlation."

Take, for example, the subject, Nature Study; trace the correlation with other subjects to show how certain phases of nature study contribute to the direct needs of life.

What should determine the subject matter in arithmetic? What three problems should our study of history solve? Show how the needs of life furnish the "drive" for the mastery of English.

Discuss:

"The most desirable organization of school activities is that which provides experiences in realizing life purposes which call for subject matter in a sequence developing naturally from the more simple to the more complex or difficult."

Why would it be unwise to organize the curriculum on the basis of activities of life rather than in terms of subjects?

What kind of a change is contended?

Summarize general principles for curriculum making.

CHAPTER IX.

Topic: The Practical Arts

What is meant by the term, "practical arts"?

Explain how a study of the practical arts serves life purposes.

Discuss the value of selecting projects in which the subject matter in the field of practical arts is used.

Make suggestions for securing helpful material in teaching the practical arts.

Projects in Practical Arts.

What are the first projects which children will normally initiate and why?

In carrying on these projects suggest activities that will be brought into play.

Name the six groups under which the practical activities may be classified.

Give the author's illustration of how problems and interests grow out of the development of an immediate project and offer "leads" into a larger project and how the teacher aids in directing such interests.

In the final result of all this work, what should the teacher keep definitely in mind?

Make a study of the projects here given:

Projects in Shelter—Houses and Furnishings. Grades I-VI.

Projects in Clothing and Clothing Materials. Grades I-VI.

Projects in Food and Food Materials. Grades I-VI.

Projects in Utensils. Grades I-VI.

Projects in Record. Grades I-VI.

Projects in Tools and Machines. Grades I-VI.

Summarize the principles for selection and organization of subject matter in the practical arts.

To what extent can you apply the project method of teaching to your work?

Reference Reading

Modern Elementary School Practice. Freeland. Chapters II and III.

The Project Method. Kilpatrick. Teachers College Record. September, 1918.

Problem Solving or Practice in Thinking. Parker. Elementary School Journal. September, October and November, 1920.

The Project Method of Teaching. Stevenson. Macmillan.

Teaching by Projects. McMurry. Macmillan.

A Project Curriculum. Wells. Lippincott.

A UNIQUE CONSOLIDATION

By Supt. James E. Holmes, Spray, N. C.

Leaksville Township in Rockingham County has probably effected the largest school consolidation project of any township in the state. Formerly there have been

three large, and three small school districts in this township. The first mentioned districts embraced the towns of Leaksville, Spray and Draper. Leaksville and Spray are separate towns only in name, and Draper is a town of four thousand people about three miles distant, and is connected with Leaksville-Spray by an asphalt road. The three towns have a combined population of about fourteen thousand people. The three small districts were adjacent to the three towns. In these schools there were employed last year fifty-nine white, and twelve colored teachers and principals, a total of seventy-one teachers in the township.

Before consolidation some school districts had special tax, and others did not. Under the consolidation act there is levied a special tax of 30c on the \$100.00 valuation of property. All the schools of the entire township are administered as one system, and are controlled by a single board of five members. A superintendent and five principals devote their entire time to administration and supervision.

A township high school has been established adjacent to Leaksville-Spray. Draper is connected by an asphalt road, and excellent top-soil roads lead from the high school to all parts of the township. There are two hundred fifteen pupils enrolled in the high school, and there are nine teachers, including the music teacher. The senior class is composed of twenty-eight members. The school meets all the requirements of a standard high school. First class laboratories for both physics and chemistry have been equipped, and courses in both subjects are being given this year.

The central graded schools in both Leaksville and Spray are modern, up-to-date brick buildings, and are well equipped for work. There are about seven hundred fifty pupils in each school. There are about six hundred fifty pupils in the Draper graded school. Practically all the schools are in the three towns, and there are at present ninety-four teachers and principals employed in the schools. The present enrollment is a little over three thousand pupils.

Several new school buildings are very much needed, and the people of the "Tri-Cities" are very much interested in the proposed building program. A new high school must be built, as the building now occupied by the high school is a leased building. The size of the bond issue which will be placed before the voters has not yet been determined, but we are safe in saying it will be large enough to meet the present, and immediate future needs of the township.

When changing your address, notify the publisher of NORTH CAROLINA EDUCATION promptly, giving the old as well as the new address. And always say with what month the change should begin.

"Please change my paper from.....to....., beginning with the issue for the month of.....," is a good form to use when you change your post-office address.

"THE PSYCHOLOGY OF SUBNORMAL CHILDREN" OUTLINED

By Hattie S. Parrott, State Department of Education

"With the growth of the movement to establish special classes for children who are subnormal in intelligence, there has grown the demand for teachers who are trained in the psychology and education of such children. The discussion is confined largely to the educational psychology of mentally deficient children, with relatively slight emphasis on methods of identification and diagnosis."

This book by Dr. Leta S. Hollingworth (published by The Macmillan Company, New York) was prepared especially to serve the purpose of teachers of subnormal children. Wherever the special classes are established the teacher will find the study of this book an invaluable aid, as will the teachers who are teaching in schools where the subnormal and backward children are found in small numbers in many of the grades along with children of a decidedly better type. This condition often exists in the lower sections of grades in the elementary schools where the special classes have not been formed. And, too, there are the teachers in our smaller schools, the one-to-five-teacher type of school, who will be greatly benefited by the study of this text. They will be better able to understand the child and prepare to meet the needs of this class as well as to determine the relative amount of time to be given to the slow children in the class, and at the same time provide for the groups of normal or average children.

The text is clear-cut and simple in style, and is well adapted for use in study groups. However, the individual teacher will find it readable and most interesting. All teachers of special classes will find this book profitable in the study of the individual child and in planning the subject matter and method of procedure for the classes.

Superintendents, supervisors and principals will find the text helpful in their study of retardation, the great cost of repeaters in the first six grades, and the social adjustment of the subnormal child.

Outlines for Study Groups

The following outline is suggested for use in study groups:

LESSON I. MENTAL DEFICIENCY

Read Chapter XV. The author here states present day situations and indicates some of the special needs to meet conditions as they are at present.

Chapters I, II, III, IV. By the study of individual differences of children and classification of mental defectives, the problems of retardation and elimination will be better understood and more satisfactorily solved.

LESSON II. PHYSICAL AND MENTAL GROWTH

Chapters V, VI, VII. Limits of physical and mental growth. Difference in abilities of subnormal children. As with the normal child, some are born "long," some "short," in particular traits.

LESSON III. PHYSICAL AND MORAL TRAINING

Chapters VIII, IX. "The subnormal child responds to physical education relatively well, and the principles of physical education are the same for the subnormal as for any other children; but physical education will not raise the intelligence level. Improvement in morals takes place only through the formation of specific habits."

LESSON IV. PSYCHOLOGY OF LEARNING AND IMPROVEMENT OF THE SUBNORMAL

Chapters X, XI. Determining the mental age of the child is most important; however, there are other conditions which produce differences in improvement. Study summary of the psychology of learning on page 186.

LESSON V. THE CAUSES AND THE PREVENTION OF MENTAL DEFICIENCY

Chapters XII, XIII, XIV. "Psychologists identify the deficient and give information as to the causes of deficiency. The solution of the problem as discovered and stated by the psychologists rests with society as a whole, especially with *educators*, economists, social workers, jurists, the clergy, and organized labor."

Questions or Practical Problems for Each Lesson

LESSON I.

1. What is the first step in the proper training of the subnormal?
2. (a) What is the distribution of defectives in the grades in your school?
(b) What definite steps do you propose to take care of the situation, and what principles justify your suggestions?
3. To what extent does your course of study and method of procedure in classroom practice provide for the individual differences in children?
4. State reasons for studying subnormal children.
(a) How should it affect school organization?
(b) What influence should it have on the making of the curriculum?
5. (a) What is a mental test?
(b) What is its place in identification of the subnormal?

LESSON II.

1. Explain the statement, "This fact that the feeble-minded are different from average children *not in kind, but in degree only*, is of fundamental importance for education."
2. What is meant by "arrested development"? Study summary on page 117.

3. The capacity for learning new things reaches the maximum at what age, approximately? How do you account for the advantage of age in management of affairs?

4. How can you justify the statement, "the subnormals as a group are more capable in certain traits than in others, when compared with normal children"? Give examples of this in individual defectives.

5. Of what educational value are the summarized statements of the abilities of the subnormal found on page 130 of the text?

LESSON III.

1. (a) State the physical characteristics of the mentally subnormal.

(b) Of what help is the study of the physical characteristics to you in determining the mental traits of the subnormal?

2. What bearing has physical education on the intelligence level?

3. Study the list of instincts on page 151. Give examples in the behavior of subnormal children.

4. How is it possible to improve the morals of the mentally defective?

5. State differences in habit formation in the subnormal and normal children.

LESSON IV.

1. How does the principle of *practice* upon which all learning depends apply in the training of the mentally defective?

2. What principles of gradation and classification are discussed in Chapter X? What practical use can you make of the knowledge of facts given, here?

3. What is meant by a special curriculum for subnormal children? State the psychological principles outlined in the previous chapters which should determine the essential factors of the curriculum.

4. Discuss the importance of early diagnosis in relation to the kind of training which should be given the mental defective.

5. What is the final outcome of all experiments in the education of mental defectives and how does this compare with the results of the education of the normal child?

LESSON V.

1. For what two general reasons should we study the subnormal or mental defective?

2. "All that a democratic school can do is to equalize opportunity; it cannot equalize children." Discuss this quotation and state ways and means for equalizing opportunity.

3. What are the causes of mental deficiency?

(a) What are some of the alleged causes of low intelligence?

(b) What is the relation of physical defects to mental deficiency?

4. In view of the fact that neither educational training nor removal of physical defects can eliminate mental defectiveness, what in your opinion is the best means of solving the problem?

5. (a) Of what value are intelligence tests and other mental tests in the study of subnormal children?

(b) State advantages of use of intelligence tests in your classroom work.

BONDS FOR SCHOOL PURPOSES

If the spirit of educational progress took any considerable vacation this summer, there is no clear indication of it in the record of the local school bond issues that were voted during the months of June, July, and August. Without any effort to cover the State systematically, but jotting down only those that came under notice in the daily papers, NORTH CAROLINA EDUCATION finds the following list of bond issues, voted or sold, on its memorandum for the three summer months:

Benson, (Johnston County)	\$20,000
Liberty District (Robeson County)	\$25,000
Sterling's Township, (Robeson County) ..	\$25,000
Rich Square, (Northampton County) ..	\$35,000
Elm City District, (Wilson County)	\$75,000
Spring Hope District, (Nash County) ..	\$75,000
Hillsboro Township, (Orange County) ..	\$100,000
Statesville, (Iredell County)	\$150,000
Charlotte, (Mecklenburg County)	\$150,000
Dunn, (Harnett County)	\$200,000
Salisbury, (Rowan County)	\$500,000

Total\$1,355,000

And this is probably but little more than a hint of the whole. If the electoral units that voted bonds in June, July, and August and are not included in this list, will send the correct information, a more complete exhibit can be published next month. Any correction of inaccuracies in the list given above will also be thankfully received.

Professor T. S. Graves, formerly of Trinity College and one of the leading authorities on dramatic history in the United States, has recently joined the staff of the English department of the University of North Carolina.

"Please change my paper from.....to, beginning with the issue for the month of, is a good form to use when you change your post-office address.

Professor James F. Royster, formerly of the University of Texas, has become Kenan Professor of English Philology in the University of North Carolina.

State School News

SCHOOL NEWS BRIEFS

Fayetteville sold November 8 the \$250,000 worth of school bonds voted last March. The price was par plus a premium of \$810. This is about \$12,000 in excess of any previous bid.

The historic Chambers at Davidson College, erected in 1873, in which former President Wilson lived while a student at Davidson, was burned November 28. It was used as a dormitory for 130 students. The insurance was \$100,000.

Pitman Shorthand Holds World's Record

A STUDY IN PERCENTAGES



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In the 12th annual High School declamation contest held at Trinity College November 25, S. L. Blanton, of Lawndale, won over speakers representing schools from the coast to the mountains. Mr. Blanton, delivering Harding's disarmament speech, won over such favorites as "The Soldier on the Battlefield," "Spartacus to the Gladiators," and "The Call to Arms."

Elizabeth City sold November 15 school bonds to the amount of \$280,000 at a premium of \$3,460. The purchaser also pays the attorney's fees and cost of printing the bonds. The best previous offer was only \$91, or 9 per cent below par.

Mentality tests of the children of a mill village were recently made by Dr. L. A. Williams, professor of school administration in the University, and his assistant, L. H. Jobe. The work is being done at the request of the school authorities of the village, and its results may have a far-reaching effect on educational practice elsewhere.

Santa Claus Records for Children

Last year the children visited the toy shop on a Victor Record. This year Santa Claus pays the children a visit. He arrives amid a jingling of bells and a clatter of reindeer hoofs and stays to tell in prose and verse about old Mother Hubbard, Humpty Dumpty, the Pussycat who went to London to see the Queen, and all about the many other Mother Goose celebrities. Meanwhile dogs bark, roosters crow, pigs grunt and ever'thing.

Victor dealers are glad to welcome all interested in hearing these beautiful records, and to play them, any or all, as you may wish.

COMPOSITION CONTEST IN FAYETTEVILLE

Supt. M. B. Andrews sends an account of an interesting prize contest which has been provided for the Fayetteville Schools. The Fayetteville Observer and the city school authorities have entered into an agreement that is full of possibilities for school progress this year. An arrangement has been made whereby a silver loving cup has been offered to the classroom producing the largest number of prize themes this year, and one child from the elementary grades is bound to win public recognition each week.

Some of the details follow:

1. This contest is open to all white pupils of the elementary grades of the Fayetteville graded schools.
2. The judges will read one theme from each room, each week, on Thursday afternoon; select the best paper for publication on Friday or Saturday; and announce the subject for the next week.
3. The room producing the largest number of prize essays during the year will receive a silver loving cup donated by The Fayetteville Observer.

SPECIAL—TEACHERS—SPECIAL

All teachers and eighth grade students should have a copy of the Teachers and Students Quiz. It puts interest into review work and prepares both student and teacher for the final, diploma, and teachers' examinations. The 1921 edition is now ready. It is up to date. The price postpaid is 50c, three copies for \$1.00.

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NOTABLE SUCCESS IN NIGHT CLASS WORK

Eighteen Classes and 175 Students Make a New Record.

The following account of a remarkable work with night classes is taken from *The Arrow*, published at Spray, N. C.:

"There are now in full swing in the communities of Leaksville-Spray-Draper eighteen night school classes, with an enrollment of 171 men and boys. The organization of these classes was completed on the 19th of October at Leaksville, when the educational director, L. H. Hodges, met near forty enthusiastic men and boys in the Leaksville Y. M. C. A.

"The interest in the night school work at Draper is greater and more earnest this year than ever before. Our classes are taught there at night, and one in the afternoon. This afternoon class is for those who work in the Sheeting mill at night time and who are unable to attend school during the evening hours. There is a class in elementary electricity that is being taught by Mr. W. F. Humbert, of Spray, and this class is meeting on Tuesday and Saturday nights. You can be sure that a class of boys that will meet on Saturday nights is serious in its work. All of the teachers report more applications for their classes each night. There is a variety of classes being taught at Spray and it has become a very difficult job to get them properly classed and graded. In practically every class there will be found at least two distinct grades, and it is a task of the teacher to give almost individual instruction to each scholar present, however, there is a very good feeling of co-operation existing between the teachers and scholars, and the classes are progressing nicely. We have never been able to organize more than ten classes at one time before this fall, and this increase of nearly 100 per cent is certain evidence of a greater desire on the part of the members of the plants to get a better education and to make themselves ready for better jobs.

With all the progress that has been made, however, there is still room for greater progress, and a still larger enrollment of serious minded men and boys who are willing to devote an hour and a half for two nights a week in some study that will benefit them is expected. All of the teachers are willing and anxious to help the men and boys who wish to enroll in these classes, and some provision will be made for other teachers if the classes become too large.

"A very interesting meeting was held of all the night school teachers in the Y. M. C. A. on Wednesday night, October 26. Plans for the classes were discussed. Superintendent James E. Holmes and L. H. Hodges made short talks to the teachers, asking their full co-operation in the night school classes. Text-books have been ordered for all the classes, and it is hoped that they will soon arrive, so that they can be distributed to the anxious students."

In sending this very interesting account, Supt. James E. Holmes says:

"These night classes are conducted under the direction of the State Board of Vocational Education. If I am not mis-informed, our community did about

half of the work of its kind done in the State during 1919-20, and about a third of all done in the State during 1920-21. I have not verified these statements from the State Department, but believe them to be correct."

The \$50,000 Lewiston-Woodville High School building in Bertie County was dedicated a few weeks ago. It is built on a fine site between the two towns and is modern in every appointment.

At a recent meeting of the City Council of Thomasville, it was agreed to call an election soon for a vote upon a bond issue of \$100,000 for the erection of another school building. This step is a result of crowded conditions in the Central School.

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THE ARMAMENT CONFERENCE

How It Was Used in Reading Circle Work at Franklinton.

Supt. Hoy Taylor, of Franklinton, sends an outline assignment for the next meeting of his reading circle group. Dr. E. C. Brooks's "Education for Democracy" was used as the basis of study. The second lesson ran into the Armament Conference and so, writes Mr. Taylor, "we decided to devote the third meeting entirely to this subject. Some teacher will make a special report on each topic in the outline." The assignment is as follows:

Reading Circle Assignment for Thursday, December 1, 3 P. M.

THE ARMAMENT CONFERENCE

Source material:

1. Any daily newspaper, especially articles of H. G. Wells and Frank Simonds.
2. Literary Digest, especially issue of November 12.

Special topics:

1. Development of the idea of the Conference. Relation to the League of Nations.
2. Personnel of the delegations.
3. Agenda.
4. Comparison of participating nations:
 - a. Population.
 - b. Geographical situation.
 - c. Resources.
 - d. Commercial interests.
 - e. Government.
5. Comparative expenditures of the United States:
 - a. Past wars.
 - b. Future wars.
 - c. Public work.
 - d. Research.
 - e. Civil departments.
6. Navies—The Hughes Proposal.
7. Land Armies—Briand and France.
8. The Far East:
 - a. China.
 - b. Japan.
 - c. The Open Door.
9. The Leadership of Democracy—America.

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The Parable of Two Teachers

Two teachers went out to teach, and they taught for several years. The one was thrifty, having a thought for the future; the other was prodigal, caring only for the present.

And the thrifty one, early in her career, took out an Endowment, safely investing in it a part of her earnings each year. But the prodigal one spent all of her earnings.

And it came to pass that sickness overtook the both of them, and there came to each a dire need for ready money. The thrifty one with the Endowment easily realized the necessary funds. The prodigal one, alas, could do nothing, but pined and lingered for the lack of substance.

Finally, in old age, their careers as teachers being ended, the provident teacher had through the Endowment accumulated a competence for the comfort of her declining years, whereas the prodigal one was harassed by care, and want, and continued toil in the advancing years when a lighter burden and an unfailing income would have been so welcome.

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THREE BOOKS ON LIVE EDUCATIONAL TOPICS

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(North Carolina Reading Circle Book List)

The Elementary School Curriculum

By F. G. Bonser, Professor Education Teachers College, Columbia University

Suggests a natural and gradual transition from the unsatisfactory organization of work on a subject basis to the organization of a curriculum based on normal activities of life.

(Reading Circle List 1921-1922)

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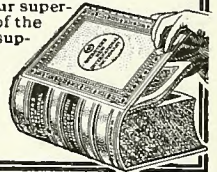
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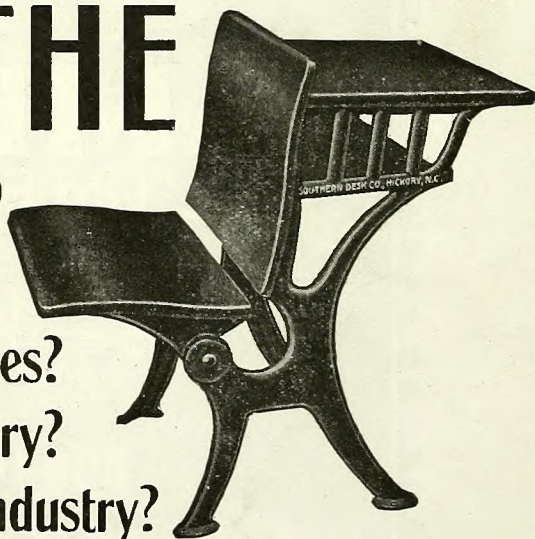
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RALEIGH, N. C., JANUARY, 1922

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Governor Bickett's Farewell To His People

Note by the Editor.—Six days before his successor was inaugurated, Governor Thomas Walter Bickett delivered before a joint session of both houses of the General Assembly, January 6, 1921, his parting message to that body, and, through them, to the people whom for four years he had served through peace and war with unstinted devotion. Now that the heart is stilled from which this eloquent message welled up so feelingly, and the lips are mute which shaped the emotion into poetic expression, how fitting a farewell indeed it seems! After mentioning briefly in his address to the joint session one or two salient achievements of his administration, Governor Bickett took farewell of his people in the fitting and tender words which follow:

This concludes my message and marks the end of the last chapter of my public service to the State of North Carolina. Before closing the book, I desire to express to you, and through you to the people whose representatives you are, my grateful appreciation of the innumerable courtesies and kindnesses shown me during these four years. I want to register my everlasting gratitude for being permitted to serve a great State and, through her, all humanity, in the grandest and most tragic hour the world has ever known.

During these years all the tides of life have been at the flood, and I have boxed the compass of human emotions. It has been a rich and deep experience. It is today to me a benediction, and down to old age will continue a blessed inspiration.

I shall carry with me from the office many sweet and glorious memories, but the one memory that will forever outshine them all is of the eighty thousand sons of Carolina who at their country's call marched forth to fight and die for God and for humanity. Lest we forget, I write it down in this last chapter and certify to all

the generations that the one stupendous, immortal thing connected with this administration is the part North Carolina played in the World War.

Everything done in the field of taxation, of education, of agriculture, of mercy to the fallen, of the physical and social regeneration of our people—all of it is but "a snowflake on the river" in the gigantic and glorified presence of the eighty thousand men who plunged into the blood-red tide of war.

Of these eighty thousand men, two thousand three hundred and thirty-eight "went west"—far beyond the sunset's radiant glow. I shall always be grateful to remember that I was some time their captain and always their comrade in the great adventure; and when my summons comes, and for me

*The sunset gates unbar,
I shall see them waiting stand;
And, white against the evening star,
The welcome of their beckoning hand.*

And now, my friends, farewell, good-bye, and may He give His angels charge concerning you and Carolina!

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NEW SCHOOL LEGISLATION ENACTED BY THE SPECIAL SESSION OF THE GENERAL ASSEMBLY

By E. C. Brooks, State Superintendent of Public Instruction

The General Assembly was called to meet in extraordinary session on December 6th to provide for the deficit in the Public School Fund and to correct the error in the Municipal Finance Act.

On the day following the opening of the General Assembly the Supreme Court handed down its decision in the celebrated Yadkin County case, which pertained to the tax levied for the six months school. The Supreme Court remanded the case back to the lower court for a new hearing and for other facts. But the members of the General Assembly realized that the decision in reality was virtually the same as asking the General Assembly to define the rates for schools and to put an end to litigation. As a result of the decision, therefore, another important bill came before the General Assembly, which legalized the rates already established and provided for the levy for 1922-23.

Providing \$710,000

The act to authorize the Treasurer to borrow not exceeding \$710,000, in order to pay the counties the remainder due them from the State Public School Fund for the year 1920-21, was passed with little opposition. This money will be available early in January, when the State will pay its part in full for the three months school term.

This bill also provided for an appropriation of \$75,000 to be expended at the Pembroke Normal School. This institution was omitted from the act passed in 1921 to issue bonds for the permanent enlargements and improvements of the State's educational and charitable institutions. This omission was not intentional, but was due to an oversight in making the final draft of this bill.

To Validate the Tax Rates and Provide an Equalizing Fund

The second act provides for validating the tax rates levied in those counties according to the rule promulgated by the State Department of Education in June, namely: that every county must levy a rate sufficient to provide as much money as 30 cents would yield on the 1920 valuation before it can draw from the Equalizing Fund. In other words, the purpose of the General Assembly in validating these rates was to determine a definite rule by which counties might participate in the Equalizing Fund. When this rule has been complied with, if the funds are not sufficient, the remainder will be drawn from the Equalizing Fund.

A few counties, not over five or six that will draw from the Equalizing Fund, had not levied these rates according to this rule. In order to end litigation and to determine the policies of these counties, the General Assembly fixed 39 cents as the maximum rate to be levied for teachers' salaries in these counties. The rates for buildings and incidentals and for debts will not be affected for the year 1921-22 by this act.

The rates for teachers' salaries to be levied for 1922-23 are the same for those counties expecting to draw from the Equalizing Fund as the rates required for 1921-22.

The act provides further that before one-half of the County Superintendents' salaries and one-third of the City Superintendents' salaries and Principals' salaries are paid the counties shall be aided in providing a six months school term. The amount of the Equalizing Fund will probably be sufficient this year to insure a six months school term and also pay one-half the salaries of the County Superintendents and one-third of the salaries of the other school officials.

However, it is quite probable that after this year this fund will not be sufficient for both purposes. Therefore, the Equalizing Fund will take precedence over the other.

The act also provides that county commissioners shall not be required to levy more than seven and one-half cents for buildings and incidentals for the year 1922-23. Of course, if the commissioners and the county board of education agree that a higher rate is necessary, they have the authority under law to levy such a rate as may be found to be necessary.

The last important provision in the act affecting the appropriations provides an Equalizing Fund of \$832,250. This amount was determined by reducing the total amount of the special appropriations to the State Department of Education and applying \$75,000 to the Equalizing Fund. This will in no sense cripple the work of the State Department of Education. It may reduce to some extent the special appropriations for high schools, teacher training, and medical inspection.

Certain other important amendments to the school law were enacted. One of these provides for a jury trial when a mandamus is issued against the county commissioners. The purpose of this, as was brought out in the discussion, was to get the county budget before the people of the county in order that they may know what the schools are costing.

The second important enactment provides for a commission of five men to study the laws and judicial decisions and the tax question as related to schools, in order that the State Department of Education and the public may know their legal duties. This commission is required to present its findings to the General Assembly of 1923. This is perhaps one of the most important enactments of the General Assembly. This commission can be of the greatest assistance to the State in marking out lines along which we are to travel.

There was no serious attempt to hamper in any way the school system. Much of the misunderstanding was due to lack of information about the schools.

Provides for a Consolidated High School

The general law provides for the consolidation of districts and for the creating of one school unit includ-

(Continued on page 7)

A VACATION EPISODE

EMMA TOLMAN EAST

Jane Allen climbed the rustic stairs of the picturesque mountain hotel as though her rubber heels were leaden weights. And she had tripped down those selfsame stairs so gaily that morning and every morning for the last week—eager to see what the new day held!

The vacation crowd that sunned itself on the broad porches in the morning, that danced in the dining room in the evening and golfed and tennised and rode and hiked all over the place in the intervening hours, seemed utterly unconscious of her presence among them.

It was not a matter of looks for she was a pretty girl—trim, vigorous, wholesome. Nor yet because she was there alone, for the place was a favorite with self-reliant young women. Half the girls there were either teachers, like herself, or in some line of business. Coming there mostly as strangers, the vacation spirit and the camaraderie of a small resort far from its fellows of the hills had caught and held them all—all but Jane Allen.

And so, that morning, as the maddening shouts rose from the tennis courts and as she glimpsed gaily-sweated figures far out on the links, a little lump had risen in her throat. But it was when Paul Judson had swept round the corner in his big car and gathered up the girls still on the porch—with-out apparently seeing her—that the lump threatened to become a physical calamity, and she had climbed the stairs with lead in her heels and her heart.

Possibly she slept at last, possibly she was so absorbed in her problem that she failed to notice the speeding hours or the sounds of life about her. But suddenly she was aroused by her own name, spoken on the other side of the thin partition that separated her room from that of young Judson's mother.

"My dear Mrs. Judson," the voice was saying, "you can hardly be surprised that she is left out—her clothes are a fright!"

"She does not dress well," it was Mrs. Judson's gentle voice, "but her brains ought to count with this crowd. She is a High School teacher, young as she is, and I'm afraid we don't pay our instructors enough to dress well on."

"You bet we don't," Paul Judson's deep bass voice fairly boomed through the thin wall next. "And I'll bet she works nights for the sake of her classmate and takes a post-graduate, super-University, higher-intelligence course of some sort to improve those same brains! But I'll tell the world that its school-ma'ams would have a lot more influence over the half-baked animals in their charge if they paid less attention to Latin and more to looks. The universal language of the adolescent period and the one sure hold on youngsters in the pin-feather stage is nifty clothes! Every teacher ought to learn the swell dresser's rule o' three—fit, lines, colors—before they try to teach the young idea how to shoot success in the eye!"

"Paul!" his mother expostulated. "You are incorrigible and you don't mean half you say. Haven't you found Miss Allen more intelligent than most girls?"

"Surely," Jane's heart skipped a couple of beats, as she waited for the reply. "But ma mere, I am here for a good time and when I walk or ride or dance with a girl I don't want to feel like apologizing for her clothes to everyone I meet. There are plenty of girls here who dress well and talk plenty high-brow for my vacation, so why should I bother with the other sort? Remember," he added as he walked toward the door, "that the art of wearing clothes is born in some women and acquired by others, but our dowdy friend doesn't seem to be in either class. Ta, ta, ladies, I'll greet thee at lunch." And the door slammed behind him as he went whistling down the hall.

For a moment anger, strong and primitive, held Jane Allen in its grip. But eventually reason returned and she walked to the mirror once more and viewed herself with critical eyes, then to the small closet where her few belongings—unquestionably cheap and dowdy—hung. With the best intentions in the world she had cheated herself of her birthright of youth and joy.

"The art of wearing clothes is acquired by some women," he had said, and suddenly the remark took on a vital meaning.

Thereafter Miss Allen did several inexplicable things—she consulted a teacher's magazine, a time-table and her watch. With the aid of a calendar and her bank book she made rapid calculations, announced "there will be time," threw the offending wardrobe into a mid-Victorian trunk, paid her bill while the rest of the world lunched, caught the one o'clock stage for the outer world and was gone, "unhonored and unsung," she told herself bitterly.

To Jane Allen the year following her unpleasant vacation experience was the shortest and the happiest she had ever known. Bitter at first, she had gradually come to see that the discussion of her had not been unkindly meant and that there was a world of truth in what was said. Being a young person of sense, she went to work to capitalize the lesson and to correct her deficiencies. The results had been far beyond her expectations, but, even so, it was not without some misgivings that, in late June, she turned her steps once more toward the little hotel of the hills.

A dance was announced for the evening, so it was a gaily dressed party of young people that lounged about lobby and porch while they waited for the opening of the dining room, but there was not one who did not feel a little thrill of admiration as Jane Allen tripped down the stairs in a soft, diaphanous creation that suited her so perfectly it almost seemed a part of her.

Later at the dance she spent scant time on the "side lines," for she was no longer a wall-flower. She was no better dancer than she had been a year before, but she was infinitely better to look at! Then, too, the knowledge that she was well and tastefully dressed gave her poise and vivacity, so that, when she climbed the stairs at midnight, there was no lead in her heels, despite the miles they had fox-trotted!

The next morning she did not take either tennis racket or golf clubs down to the porch with her, but the glowing sports suit she wore was, apparently, all the challenge needed. However, the invitations to join the athletics of the morning were suddenly vetoed by Paul Judson's deep voice. "Run along, children," he boomed. "She's promised to go to Loon Lake with me this morning. I want to see how the new roadster acts on Ticonderoga Hill."

And her first day was but a forerunner of many delightful ones, days so full of recreation and fun that sometimes she had to call a halt lest she need another vacation to recover from that one. Always tastefully dressed, always ready to do her share in whatever was on foot, it was small wonder that she was popular.

One day, toward the end of summer, as she sat in her room putting the finishing touches on a fluffy waist, Mrs. Judson came in for a chat.

"Jane," she said after a while, "I've wondered all summer at the change in you. Last year you were such a quiet little mouse, and this year you are absolutely the life of the place. What has made the difference?"

For a moment there was a strange expression in Jane's eyes. Then, "Why, a year is a long while," she said demurely, "and in that time I have learned the swell dresser's rule o' three—fit, lines, colors. I'm a teacher, you know, and I decided the best way to exert an influence over the half-baked animals of the pin-feather period was to master the language they liked best, that of nifty clothes, so—"

But Mrs. Judson, her face scarlet, interrupted her. "Jane!" she cried, "Jane, you poor child! Did you hear that awful discussion of you? What must you have thought of us?"

Jane put her arms around the humiliated woman beside her. "Dear Mrs. Judson," she said, "what I thought for a little while does not matter, for I very soon knew that you were absolutely right. Really it was the best thing that ever happened to me, for I know now that I had been developing unevenly, leaving one side—and a very important side, too—utterly uneducated."

"When I began teaching in a small town I found my salary did not permit much buying, and I knew nothing of sewing or planning a wardrobe. Then, the very day I overheard—I mean the day I left here, I saw an advertisement in a teacher's magazine of the Franklin Institute course in Dress and Costume Designing and Making, and it fitted my case so exactly that I went home determined to take it up. I worked at it all the rest of the summer, the mail man bringing my lessons every three or four days. I was so delighted with the lessons and with the clothes I made for myself while I was learning, that I kept it up all year. I know now that nothing is more important than a knowledge that helps you to dress well and economically, for I have been happier and more useful than ever in my life and I've been able to get closer to my young people. Neither boys nor girls respect a frump, but teachers have so little time and money that they sin against good taste oftener than they realize."

She paused a moment for breath, then went on, "I had always thought I had no 'clothes sense' but I know now that I was simply ignorant. The lessons on Dress and Costume Designing opened up a whole new world to me for it is perfectly fascinating to learn what is becoming to you and why, and why certain colors and fabrics must be sought by one and shunned by another. It is real art—and remunerative, too, for in my spare time this Spring I designed all the gowns for a wedding party beside doing quite a lot of such work for others, and it all added a comfortable sum to my salary. I have made everything I have worn all the year, as well as my summer outfit, even to my tailored suit and my riding clothes, and the only expense has been the materials and my spare time. I dropped a course in Spanish I had planned, but I think I needed this far, far more!"

"Next year I am going to urge my girls to take up the Franklin Institute course, and as I shall keep on, too, perhaps we can do some of our work evening and make a sort of a club out of it. I intend to take their course in Millinery Designing and Making, also."

"Next year?" queried Mrs. Judson. "Surely, you are not going to teach next year! Why, Paul told me—" but she paused at sight of the girl's blushing face.

"No," said Jane, "I've promised Paul I would not teach, but I'm going to help the girls anyway, and maybe I can do it better in my home than in the schoolroom!"

"Mrs. Judson," said Jane, "you ought to write to Franklin Institute for sample lessons from this wonderful course. I am sure you would find the work fascinating. These sample lessons will be sent to you absolutely without cost, and if, after getting them, you decide not to go further, you will be under no obligation whatever."

Of course Jane was right, not only Mrs. Judson, but every woman or girl who reads this narrative should write for free sample lessons in Dress Designing or Millinery Designing. Hundreds of women are taking up these courses and you ought to have the free sample lessons to show what the courses are like. Just write your name and address on the coupon below, clip it out and put it in an envelope addressed:

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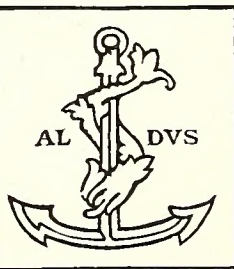
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North Carolina Education

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SHALL THE BIBLE BE TAUGHT IN THE PUBLIC SCHOOLS

By W. A. Harper, President of Elon College, Elon College, N. C.

The recent action of the North Carolina Teachers' Assembly in declaring for the teaching of the Bible in the public schools revives a question of paramount importance. The fundamental American principle is that Church and State are separate, and this is conceived to be better for both.

There is however no gainsaying the absolute necessity for an adequate program of religious education in order to safeguard and promote American democracy. Democracy is a Christian conception and cannot subsist save on the basis of Christian citizens. Spiritual illiteracy precedes moral bankruptcy and foreshadows national decay. The principles of Christian Brotherhood alone can save the day. But teaching the Bible in public schools would not necessarily yield a citizenship inculcated in the principles of Christian Brotherhood. Biblical knowledge does not inevitably result in Christian character and that is what we must have as the foundation of a democracy that shall endure.

The public schools have opportunities at their hands to train in Christian character, and these opportunities should be garnered with all celerity. I refer to the supervision of play, so that the recreational life should yield its potentially fine fruit in character development. The moral and ethical values of all subjects taught should also be sought, not by preachment, but by the powerful method of indirect suggestion, which all recognize to be the most efficacious approach for the inculcation of Christian character. The government of the schools too should be so managed that conscious, cheerful co-operation and sacrifice for the common good, basic Christian ideas these, should naturally arise. No one can question the inherent right, the bounden duty, of the public schools to function in these three powerful directions.

Many, however, do doubt the propriety of undertaking, to teach the Bible in the public schools, not that they object to teaching the Bible to children, nor that they doubt the value of such study potentially for character development. We would do well, however, to analyze the reasons advanced for this departure in our public school system.

REASONS FOR TEACHING THE BIBLE IN PUBLIC SCHOOLS

Advocates of teaching the Bible in public schools urge three main arguments for their position: first, its literary value; secondly, its moral training value; thirdly, its religious training value.

The Bible, they tell us, is a literary heritage that no educated man can afford to miss. Its dignified style, its chaste English, its rich variety of literary forms, are literary elements that the age stands greatly in need of. This we grant, but when some one proposes also to introduce into the public schools some of the choice Buddha legends these advocates of the

teaching of the Bible for its literary value raise a mighty outcry of protest. This shows therefore that these protagonists of the idea really have as their ultimate goal something more than the literary appreciation of the Bible in mind. It is hardly commendable to propagate the Christian faith on a basis of subterfuge.

A second reason argued for the new subject in the curriculum is that it has peculiar value for moral training. Right here let us pause to say that moral training is not synonymous with moral instruction. Germany had a very thorough system of Bible teaching in her public schools. In her elementary schools there were from thirty to thirty-two hours of instruction per week and of these from four to six hours were devoted to religion. In the high schools, (gymnasiums, colleges) there were thirty-two hours of instruction per week with from two to three hours for religious instruction. With what result we all know. It is not Biblical lore that he must have, but imbue-ment in the spirit of the Biblical revelation. This spirit must be caught rather than taught.

We must also in candor insist that the morality of the Bible in some cases is not the morality of our Christian era. The revolting slaughter of non-combatants in the Old Testament we can no more condone than the German atrocities of the recent holocaust. And even New Testament morality in some places does not tally with the spirit of Christian Brotherhood as we understand it today, particularly in its treatment of women. The Bible as a moral training book would have to be expurgated at certain points. But they who urge its use on this basis throw up their hands in horror and amazement at such an unhallowed suggestion, revealing again that what they really expect the teaching of the Bible to accomplish is something different from morality.

And this brings us to their third reason, which, after all, is the real reason,—that the Bible has religious value. This is a valid reason, and one that all Christians will endorse and even the enemies of the Christian system will acknowledge to be true. But other sacred literatures have religious value, so their adherents claim, and for the same reason they, too, should be included in the public school curriculum, since the public schools represent all the people. The Mormons would early in many states, perhaps in North Carolina in places, urge the use of their sacred literature as a public school text-book. In California the Buddhists would insist that their religious system be given ample presentation. "No, no," clamor the religious value advocates, "we can never allow that." Here again we see that what is desired is not instruction that will have religious value, but sectarian value, for Christianity is, sad to say, but yet only one of a

number of religious sects. We confidently cherish the conviction that one day (May God hasten its approach!) it shall be the religion of the world. But as the situation now is, could we in Christian spirit insist on the teaching of our religious system in the public schools and deny the same privilege to every other religious system which should seek it?

REASONS FOR NOT TEACHING THE BIBLE IN PUBLIC SCHOOLS.

Those who oppose the idea advanced by the North Carolina Teachers' Assembly urge three objections on their own account. First, that it violates freedom of conscience; secondly, that the public school teachers are not prepared to do the work effectively; and thirdly, that it invades the right of the Church as the recognized teacher of religion.

The freedom of conscience is a recognized Protestant doctrine. The Bible plainly teaches it when it makes every believer a king and a priest unto God. We have sectarianized God's Word—that is all there is to it, and are not willing to treat it other than as a sectarian document from which we can gather proof texts to bolster up our petty theological differences. So long as this condition prevails our public schools cannot teach the Bible satisfactorily to Christians, to say nothing of Mormons, Jews, Buddhists, Shintoists, Confucianists, and the rest. The dire consequences of a violation of conscience by the law of the land we are not ready to risk. We do not wish to repeat the Reformation Period nor the Inquisition. We want an end of all war, especially of religious war. A book which people insist on treating in a sectarian way simply cannot be taught in a school system representing all the people without bringing upon the social order that shall attempt it more serious ills than it essays to alleviate.

It is a well-recognized principle that certain tests and criteria of fitness should be applied before teachers are certified. It is highly doubtful if the State can satisfactorily administer such tests. And certainly no one would urge that our present teaching force is competent individually to become Bible and religious teachers. Teachers of religion accomplish their best results through their known character. The periodic change of public school teachers would militate tremendously against this value in religious teaching. If we are to have trained teachers for the public schools, the State universities and the normal schools would have to help train them. This is impracticable in a country without an established religion. The unfitness of the present public school teachers as a class to function acceptably as religious teachers and the inability of the State legitimately to train and certificate such teachers, it would seem, argue thoroughly against the proposed departure.

But the strongest objection to the plan is that it takes away from the Church its primary prerogative of being the proper teacher of religion. We recognize that the Church has not fully occupied this field, but that is not justification for depriving her of her rights, her inherent right in the whole organization of American democracy. It is futile to argue in reply to this position that England, Germany, New Zealand, Canada, and other countries have religious

instruction in public schools. England still has an established Church and even there the opinion is divided. Germany regulates even the minutest detail of life. We are not English and do not desire to be Germans. Nor are we English colonials slavishly inclined to follow the social organizations and customs of the Mother Land. The Revolutionary War made us free from that obligation. We have our own traditions, chief among them being the separation of Church and State, or better, a free Church in a free State, and we are not ready to do violence to that principle without good reason. If the change should come from the churches and not from the public school authorities or teaching force, and there is no indication of a suggestion that the churches are ready to abdicate their jurisdiction as the proper teachers of religion.

REMEDIES PROPOSED BY CHRISTIAN LEADERS (a) THE SECONDARY SCHOOLS

It is not to be inferred for a minute that the churches are not girding themselves for the solution of this most pressing problem. As far back as 1908 the Federal Council of Churches adopted strong resolutions touching the matter, from which we quote the following: "The hour at Sunday school, the religious exercises of the public school, and the ethical instruction of the public school through the personal influence of the great body of religious public school teachers do not meet the requirements of adequate religious instruction." "To provide religious instruction for their children is not only the duty of the churches, it is their inherited and inherent right." We recommend "the full consideration (by an appropriate committee) of ways and means to promote week-day religious instruction." Since that day the Federal Council, various other inter-denominational and federated movements, and the Church Boards of Education have been earnestly seeking the solution of this peculiarly American problem.

Before taking up the specific proposals of its solution we ought to understand that the churches aim in their religious education program at something more than the mere teaching of the Bible. The curriculum includes Bible, of course, but also stories, hand-work, marching, calisthenics, and other supervised forms of plan and recreation, mission study, memory work, Christian and Church history, the geography and social customs of Bible lands, and allied themes and subjects, looking toward the bringing of those taught into the fellowship of Christ and the Church. In order to do this three distinct plans are offered.

1. *The Wenner Plan.* This plan calls for the dismissal of children from the public school on Wednesday afternoons that they may go to the church of their parents' choice for religious instruction. No children are forced to go. But those who remain in the public school are given elective work in civics, Americanization, ethics, or memory work, from which those electing the religious work are excused. With this plan also the Daily Vacation Bible School during the summer works well.

2. *The Winchester Plan.* This is also known as the Federal Council Plan. It calls for the co-opera-

tion of the churches in conducting a school or schools as the size of the community may require. The school is inter-denominationally organized, financed, and officered, and is of course contiguous to the public school, so that different grades may, at different hours be excused for the religious instruction, which thus comes as often as three times per week rather than once as in the Wenner Plan. The schools of Gary, Ind., illustrate this type.

3. *The Athearn Plan.* This is also known as the Malden Plan, because in Malden, Mass., it has had its best exemplification. The plan calls for a Board of Religious Education of the Community, whose members are chosen because of their special fitness, corresponding to the Board of Education for the Public Schools. The funds to support such a system of religious education come from voluntary gifts on the part of individuals or organizations. It differs from the Winchester Plan in that the control resides in the community rather than in the churches. The relationship of such a system of religious education to the churches would be paralleled by that of the Y. M. C. A. and the Y. W. C. A.

There is room for all three of these plans with local modification during these days of experimentation. It is conceivable that the various communities may perpetuate schools of all three types and that still other types may arise. The point for us to recognize is that the churches are busy at their problem, are competent to solve it, and that the State does not have to usurp their inherent function in this direction.

(b) HIGHER EDUCATION

So also is the Church adjusting herself to solving the problem of the religious education of students in State institutions of higher learning. The Church will always maintain her denominational schools to train her own leaders. She must do it. Experience shows they can be had in no other way. But the Church has an obligation, too, to the students in the State institutions. They are entitled to motivation for life in terms of Christian Brotherhood and truth. From these schools will come more than half the nation's leadership. It would be foolish, unstatesmanlike, unChristian to play hands off here. Of course whatever is done will be with the approval of the particular institution, but the motion here too should be made by the Church and not by the State, not in the spirit of criticism, but of anxious co-operation. For be it said the churches need the State institutions as much as they need the churches. Approached in the spirit of Christian Brotherhood, the State institutions will not resent the proffered assistance of the Church in a work which by the fundamental law of the land they cannot function.

Here again three plans are being tried.

1. *The Dormitory Plan with Student Pastor.* The denomination desiring erects a dormitory on the campus of the State school or contiguous thereto and supports a pastor, who mingles with the students of that denomination who are expected to reside in the dormi-

tory, guiding them vocationally and instructing them in voluntary Bible work.

2. *The Dormitory Plan with a Resident Professor of Religion.* This plan goes further than the former, in that the teacher does all the student pastor did, offering for credit toward degrees courses of study approved by the institutional authorities, the number of such courses being of course limited.

3. *The Inter-denominational Plan.* In this plan the denominations provide for a chair or chairs of religious instruction at state institutions, teaching of course the fundamentals of the religious faith on which all are agreed, and side-stepping the mooted, divisive issues, parceling out the budget of expense on an equitable basis, determined by the directors they have themselves elected to manage the administration of the plan, the institution of course approving in advance and then accepting the courses offered for credit toward degrees.

FINALLY

While the writer of this article doubts the wisdom of the resolution adopted by the North Carolina Teachers' Assembly calling for the teaching of the Bible in the public schools, he does rejoice heartily that this matter is thus made an issue of outstanding importance in our State. Out of this resolution great and lasting good should arise.

NEW SCHOOL LEGISLATION ENACTED BY THE SPECIAL SESSION OF THE GENERAL ASSEMBLY

(Continued from page 2)

ing the high school under one board of trustees.

Section 5511 of the Consolidated Statutes provides that a township may group all the high school pupils in one high school and provide a township high school without disturbing the district in the township. But there was no authority to permit a part of a township to create a high school and leave the district undisturbed. A new law was passed permitting a part of a township to do the same that an entire township might do under Section 5511.

There were a few other minor amendments to the school law and quite a number of local school acts validating bonds and special tax elections.

The State-wide laws will be published in pamphlet form immediately and distributed as soon as possible to the school officials of the State.

THE OUTSTANDING EDUCATIONAL TASK

Advocating religion in the college and in the home, Dr. W. P. Few, President of the Educational Association of the Methodist Episcopal Church, South, declared in his address at the annual meeting of the Association held in Memphis, Tenn., in December, that the outstanding educational task at this time was to form "an inseparable alliance between progress and religion; between learning and good will; between aggressive evangelism and the adequate training of youth.

RURAL SCHOOLS OF MACON COUNTY---THE TEACHERS, THE SUPERINTENDENT AND THE CHILDREN

By Nannie E. Pigg, Franklinton, N. C.

Macon County, situated seventy-two miles beyond Asheville, is one of the most picturesque stretches of country we have. Beautiful scenery everywhere lends enjoyment to the resident as well as to the visitor.

Perched upon these perpendicular places, watered by gushing mountain springs, flowered by the ferns of the Master, we find the little school buildings of the county. The majority of the buildings are poor and poorly equipped. The most of the blackboards are painted wood, desks are home-made. This is due to the inconvenience in getting building materials, due largely to poor railroad accommodations. In the most of the schools we find poor or no playgrounds and very little athletic equipment.

At Iotla, five miles from Franklin, we find the most beautiful school in the county. It is a five-teacher high school, built of concrete, has running water in the yard piped from a mountain spring. The school operates a dormitory. This school has basketball, piano, nice equipment, and good teachers. It is a most healthful place, and board may be had for the small sum of \$15.00 per month. Here the students have the advantages of Domestic Science and Music.

At Higdonville, Cowee, and Highlands, Cartoogechaye, and Oak Grove, we find three-teacher schools, having basketball and some good equipment. Cartoogechaye has just completed its new building, employing three teachers. In the basement is a room for Domestic Science which the women of the community are going to teach to the girls. In the yard is another mountain spring bubbling through a spout.

In only three schools in the county do we find pianos, but we have seldom seen greater musical talent.

The poor equipment is counteracted somewhat by the spirit of earnestness of the pupils. Such great eagerness is manifested that it is a real inspiration to go see boys and girls who don't mind walking four miles for the sake of an education.

Not only the spirit of the children but of the teachers is an inspiration. We visited a Group Teachers' Meeting in August. It was a rainy day, but we found every teacher of the group present. One young man had walked ten miles to get there (and was there *on time*); many of the girls had walked three or four miles. The eagerness, the loyalty, the zeal with which they attack their school work is enough to inspire anyone.

As there is a "man behind every gun," so is there a superintendent behind every set of teachers. Perhaps we may say the source of all this inspiration is the County Superintendent of Macon, M. D. Billings. The progress of the schools under his administration has been marvelous. For twenty-two years he has been laboring in Macon. We doubt if another superintendent in the State with the youth, the vigor, and the "pep" of Mr. Billings can testify to such a record. Mr. Billings began his work at a salary of three hundred dollars a year, and his salary is not a gold mine at present. We believe this is a fine example, however, where "Love's Labor has not been Lost."

Those who have not met this superintendent and visited his schools have something to live for. His teachers love him as a big brother. He calls the majority of them by first name, as "George," "Maud," etc., "What would you do with Johnny?" etc. He is loyal to them and they return it. His life is a monument to loyalty. Another characteristic is his sense of humor. One of his teachers' meetings is a circus and a chautauqua combined. He has a joke to fit every occasion.

Any one tired of his job and desiring to get a real inspiration, a new determination to do things, a breath of the most delightful air in the world, and a glimpse of Macon County hospitality, we advise to visit her rural schools between this and his next birthday.

PLANNING A LESSON IN HISTORY

By William Thomas Laprade, Department of History, Trinity College, Durham, N. C.

Let us assume that you have covered the period in the history of the United States for the eleventh grade that ends with the Seven Years' War. Obviously the next topic is the American Revolution, a topic well worth several lessons. Because it is a single topic, however, it is probably better to treat it as a single long lesson extending continuously over several periods.

The first question that confronts you as a teacher of this lesson is, Just what do you hope to accomplish in teaching it? You may desire to do no more than familiarize the pupils with the usual facts narrated in that part of our history. As has been intimated in previous articles, I personally doubt whether this task, when accomplished, will result in much or per-

manent usefulness. But that is not the question here. The point is, If you decide that you are willing to spend the time allotted to the subject imparting information about the Revolution, you ought naturally to plan your lessons accordingly. You will, therefore, arrange contests involving a knowledge of the facts you select as important, assign maps to be drawn, and require other oral or written work that involves a knowledge of these facts as imperative. Such a method of teaching is by no means wholly a waste of time, but it will serve a better purpose if the teacher who practices it does so frankly and plans definitely for the accomplishment of that, in my judgment, minor purpose than is the case when the teacher has a vague hope of doing something different but actu-

ally measures accomplishment in terms of information imparted. In other words, if you feel that you can do no more than impart information, try to be frank with yourself about it and to do that work as thoroughly as you are able so that you may impart a maximum quantity of information as effectively as may be.

Suppose that you are not satisfied merely to impart the facts about the American Revolution made familiar in the books. What other types of lessons could you plan? What is there about the American Revolution that naturally suggests itself as a problem? The time-honored outline, dividing the study of wars into divers causes and results, has a degree of validity, but it is hackneyed, and, like most things that become conventionalized, it has lost much of its contact with reality.

But is there not some central fact in the Revolution, one which cannot be ignored in any study of it, one without which there would have been no Revolution? Obviously the Revolution as we have come to understand it meant the separation of the colonies from England, the ceasing to be colonies, and the effective assertion of their independence. Now this central fact is frequently placed in an incorrect setting because the Revolution was begun from causes that were quite different. Independence was, of course, an afterthought on the part of most colonials; the war in its beginning had quite other purposes. It was a quarrel between members of the same empire leading ultimately to the disruption of the empire, but the conscious desire for the disruption was for the most part absent when the war began. There is obviously more than one side to any such quarrel.

The question you must answer in the outset as a teacher of the history of the American Revolution, assuming that you are ambitious to do more than impart information about this quarrel, is what aspects of the quarrel will best serve your purpose, which implies that you must have a purpose to serve.

You may, for example, aspire to lead the pupils to an understanding of the whole episode of the Revolution from all of its several aspects, including its change from a movement for a redress of grievances to a struggle for independence and the different points of view in its various stages in which it was regarded in England and America. Your aim may thus be to enable the pupils to understand as thoroughly as they have ability this episode both because of its intrinsic importance in our national history and because you may regard one such episode, thoroughly mastered, as of greater service in understanding our past than a superficial knowledge of many more. Obviously you cannot take long enough time to study the Revolution in this way unless you frankly neglect other aspects of our history. If you decide thus to tarry at the Revolution, the point is here that you ought to make the decision before beginning to plan the first lesson on the subject, because you will want to organize your work in the light of that decision.

You may, again, decide merely to select some one aspect of the Revolution for study with the purpose of making the pupils incidentally familiar with some

of the familiar facts while placing the chief interest on the methods and process of the study, seeking to inculcate a critical and open-minded point of view while stimulating a degree of understanding of the topic selected for study. If you adopt this method you will frankly leave out much that is interesting and significant about the Revolution and will place only secondary emphasis on the learning of facts familiar to the writers of the textbooks.

But it is unwise to adopt this policy unless you actually provide processes of work for the pupils and use definite methods that are likely to eventuate in the attitudes of mind you intend. Next month we shall try to suggest a lesson on the Revolution that might be used for this purpose.

COURTESY WEEK TO BE OBSERVED IN MOCKSVILLE

By F. R. Richardson, Superintendent, Mocksville, N. C.

Some weeks ago an old lady came to my office to see me. She seemed to be very greatly perturbed about something. I expected the usual story of "my child is so nervous," or "my boy said," etc.

In a very gentle voice this "student of the Old School" began her story. She took me back to the days of her girlhood, when those conditions existed from which the Southland gained its reputation for courtesy. She told me how the "Old Field" teacher taught his "reading, writing, and arithmetic." She gave me a wonderful description of what courtesy meant then, and how it was instilled into every child, be he rich or poor. Then followed a picture of what the children in my school conceived to be courtesy. She asked me to ask my teachers to try to give the children some training along this line.

This incident served to put me to thinking. And since that time, I have observed closely the children of this school. The results have amazed me. Our children—and they are as good as any—simply do not know what common courtesy means. It is a matter which to me now seems to have been utterly neglected in *our school*.

We are, therefore, planning to observe "Courtesy Week" sometime in January, the details of which we hope to give to the readers of NORTH CAROLINA EDUCATION.

I wonder how many other schools and teachers in our State the description of my own school will fit. Are we becoming saturated and absorbed with "practical" things? What of "Ye Olde Tyme Courtesy?"

DUTY TO THE FOREIGN-BORN

There are some fourteen millions of foreign-born in the United States, of whom two millions are in New York City. Exact figures as to the use of English are not available, but it is estimated that almost one-half of the foreign-born cannot read English and about one-quarter cannot speak or understand the simplest sentences. We owe it to ourselves, if to no one else, that those who are anxious to learn our speech and our ways shall not be denied the opportunity.

TEACHING POETRY IN THE GRADES IV

By Susan Fulghum, State Department of Education

Note by the Editor.—This is the fourth collection of poems for study and memorizing in the grades, prepared by Miss Fulghum for **North Carolina Education**. The list for the first grade, with an introduction to the series which no teacher of these poems should miss, appeared in the October number. The list for the second grade was printed in the November number, and for the third and fourth in December. This month the poems are selected for the fifth grade. The series will be continued in subsequent numbers. In the November number, Emily Huntington Miller's "The Bluebird" was by some sort of slip credited to Samuel Taylor Coleridge as author. The Editor will thank all teachers who use that poem to make the proper correction.—W. F. M.

"A great poem is a fountain forever overflowing with the waters of wisdom and delight."

The French say: "The ear is the pathway to the heart." A poem should be so read that it will sing itself into the hearts of the listening children.

"Lend to the rhyme of the poet, the beauty of thy voice."

POEMS SUGGESTED FOR MEMORIZING IN THE FIFTH GRADE

In addition to the poems given here, the following should be included in the list for the fifth grade:

Paul Revere's Ride, by Henry Wadsworth Longfellow—Reading-Literature, Sixth Reader.

The Incheape Rock, by Robert Southey—Reading-Literature, Fifth Reader.

Robert of Lincoln, by William Cullen Bryant—Reading-Literature, Fifth Reader.

The Twenty-third Psalm—The Bible.

TO-DAY

Thomas Carlyle

Lo, here hath been dawning
Another blue day:
Think, wilt thou let it
Slip useless away?

Out of Eternity
This new day is born;
Into Eternity
At night, will return.

Behold it aforetime
No eye ever did;
So soon it forever
From all eyes is hid.

Here hath been dawning
Another blue day;
Think, wilt thou let it
Slip useless away?

A FAREWELL

Charles Kingsley

Farewell, dear child, I have no song to give thee,
No lark could pipe to skies so dull and gray;
But ere we part one lesson I would leave thee
For every day.

Be good, sweet maid, and let who will be clever.
Do noble things, not dream them all day long;
And so make life, death, and that vast forever
One grand, sweet song.

MARCH

William Wordsworth

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one.

Like an army defeated
The snow hath retreated,
And now doth fare ill
On the top of the bare hill;
The plowboy is whooping—anon—anon;
There's joy in the mountains,
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

YUSSOUF

James Russell Lowell

A stranger came one night to Yussouf's tent,
Saying, "Behold one outcast and in dread,
Against whose life the bow of power is bent,
Who flies, and hath not where to lay his head;
I come to thee for shelter and for food,
To Yussouf, called through all our tribes 'The Good'."

"This tent is mine," said Yussouf, "but no more
Than it is God's; come in, and be at peace;
Freely shalt thou partake of all my store
As I of His who buildeth over these
Our tents His glorious roof of night and day,
And at whose door none ever yet heard Nay."

So Yussouf entertained his guest that night,
And, waking him ere day, said: "Here is gold,
My swiftest horse is saddled for thy flight;
Depart before the prying day grow bold."
As one lamp lights another, nor grows less,
So nobleness enkindleth nobleness.

That inward light the stranger's face made grand,
Which shines from all self-conquest; kneeling low,
He bowed his forehead upon Yussouf's hand,
Sobbing: "O Sheik, I cannot leave thee so;
I will repay thee; all this thou hast done
Unto that Ibrahim who slew thy son!"

"Take thrice the gold," said Yussouf, "for with thee
Into the desert, never to return,
My one black thought shall ride away from me;
First-born, for whom by day and night I yearn,
Balanced and just are all of God's decrees;
Thou art avenged, my first-born, sleep in peace."

THE GLADNESS OF NATURE

William Cullen Bryant

Is this the time to be cloudy and sad,
When our Mother Nature laughs around,
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground?

There are notes of joy from the hangbird and wren,
And the gossip of swallows through all the sky,
The ground-squirrel gayly chirps by his den,
And the wilding-bee hums merrily by.

The clouds are at play in the azure space,
And their shadows at play on the bright green vale,
And here they stretch to the frolic chase,
And there they roll on the easy gale.

There's a dance of leaves in that aspen bower,
There's a twitter of winds in that beechen tree,
There's a smile on the fruit and a smile on the flower,
And a laugh from the brook that runs to the sea.

And look at the broad-faced sun, how he smiles
On the dewy earth that smiles in his ray,
On the leaping waters and gay young isles,—
Ay, look, and he'll smile thy gloom away!

SONG OF THE BROOK

Alfred Tennyson

I come from haunts of coot and hern,
I make a sudden sally,
And sparkle out among the fern,
To bicker down a valley.

By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges.

I chatter over stony ways
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow weed and mallow.

I chatter, chatter as I flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling.

And here and there a foamy flake
Upon me as I travel,
With many a silvery water-break
Above the golden gravel.

And draw them all along, and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

I slide, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.

I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars,
I loiter round my cresses.

And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

OLD IRONSIDES

Oliver Wendell Holmes

Ay, tear her tattered ensign down!
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Beneath it rung the battle shout,
And burst the cannon's roar;—
The meteor of the ocean air
Shall sweep the clouds no more.

Her deck once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee;—
The harpies of the shore shall pluck
The eagle of the sea.

Oh, better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale.

THE CHILDREN'S HOUR

Henry Wadsworth Longfellow

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence;
Yet I know by their merry eyes,
They are plotting and planning together
To take me by surprise.

A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

They climb up into my turret,
O'er the arms and back of my chair;
If I try to escape, they surround me;
They seem to be everywhere.

They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bingen
In his Mouse-Tower on the Rhine.

Do you think, O blue-eyed banditti,
Because you have scaled the wall,
Such an old mustache as I am
Is not a match for you all?

I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeon
In the round tower of my heart.

And there will I keep you forever,
Yes, forever and a day,
Till the wall shall crumble to ruin,
And moulder in dust away.

PASSED ON TO OUR READERS

To the Editor:

In regard to the word *jitney* on page 21 of the December number of NORTH CAROLINA EDUCATION: Did the word not come into general use when auto drivers of Southern California cities began carrying passengers in lieu of street car service, fare one jitney, the jitney being a Japanese coin of about five cents in value? This has been my understanding of the word.

I. ALVA HART, *Principal*,
Lincoln Academy.

"California Jitney Drivers,
King's Mountain, N. C.,
December 13, 1921.

According to the recent census report, the high-
est percentage of illiteracy among cities of more than
100,000 population is shown by New Bedford, Mass.

Botanical Old Gent (in public park)—"Can you
tell me if this plant belongs to the *Arbutus* family?"
Gardner (curtly)—"No, sir, it don't; it belongs
to the County Council."—*Pearson's Weekly*.

PROGRAM FOR TEMPERANCE AND LAW-OR-ORDER DAY, FEBRUARY 10

By Mrs. T. E. Johnston, State Department of Education

Every school should be a center where respect for law and obedience to the laws are inculcated.—Robt. J. Alely.

Law Holds Society Together.—Law is an invisible band that holds society together and supplies liberty to each individual. Without it society could not exist. When the individual, therefore, speaks of liberty and boasts of independence, he is consciously or unconsciously admitting that the law of society is great enough so to regulate the habits of all people that he may move and live and pursue his happiness and enjoy well being without interference.

Moreover, the individual who boasts that he does not observe the social code, that he may defy the conventionalities of the race and that he does just as he pleases, is undermining the very foundations of society and restricting not only his own liberty but that of every member of society. The first step, therefore, in the making of a citizen is to plant in him a respect for law and for the institutions that seek to preserve law and order.—E. C. Brooks, in *Education for Democracy*.

The General Assembly of North Carolina enacted a law whereby a day was to be set apart in each school year to be known as "A Temperance or Law-or-Order Day," in which the children are to be given instruction in the truth concerning alcoholic drinks and to be trained in respect for the laws of the land. Supt. E. C. Brooks has designated Friday, February 10, as the day to be observed this year.

Teachers will find chapters XVII, XVIII, and XIX in "Education for Democracy" most helpful in giving them a rich background for a study of this subject.

The program which here follows is intended to be helpful to the teacher in selecting material from which to prepare a program for Temperance or Law-or-Order Day. Teachers should select that which is best suited to the age and advancement of the pupils. The older idea was that children were not citizens, that only adults were citizens. Today we recognize that even young children are citizens, just as much as adults are, and what is wanted is not training for citizenship but training in citizenship. Moreover, we believe that the "good citizen" will obey the Code of Laws here given.

THE CODE OF LAWS FOR THE GOOD CITIZEN

LAW I.—THE LAW OF TEMPERANCE

The good citizen will be temperate in all things.

Temperance is moderation. It is having control over eating, drinking, speaking, working, and playing. It is self-control.

Plato said, "Temperance is a government of certain pleasures and desires, or being master of one's self."

It was because of the perfect training of the Greeks in temperance that they attained equipoise and their high position in art and letters.

When alcoholic drinks are used in excess, they do direct damage to many different organs of the body. They may injure the delicate organs of the body. They damage the liver and the kidneys. They cause disease in the heart and the walls of the blood vessels. These effects are so serious that people who drink a large amount of alcoholic liquors do not live as long on the average as those who are free from this habit. It is so with nations. The evil effects of national inefficiency were strikingly recognized in the World War. After the United States entered the war one of the first steps was to forbid the use of alcoholic drinks by the men in the army and navy. The next thing they did was on December 1, 1918, when they stopped the manufacture of the spirits. An amendment to the Constitution of the United States providing for permanent nation-wide prohibition went into effect January, 1920. Having received the approval of three-fourths of the States of the Union, thus the United States became a prohibition nation.—*Healthy Living*, Books I and II.

He that ruleth his spirit is better than he that taketh a city.—The Bible.

"He who cannot control himself cannot control others."

We sow a thought and reap an act;
We sow an act and reap a habit,
We sow a habit and reap a character;
We sow a character and reap a destiny.
—Thackeray.

"Think truly and thy thoughts
Shall the world's famine feed,
Speak truly, and each word of thine
Shall be a fruitful seed;
Live truly, and thy life shall be
A great and noble creed."

LAW II.—OBEDIENCE TO LAW

The good citizen obeys the law.

"Now there are the laws of the Jungle, and many and mighty are they;
But the head and the hoof of the Law and the haunch and the hump is—Obey."

—Kipling.

Obeying the Law

(Sara R. O'Brien)

Government may be said to be the voice of all the people speaking to each one of us. Laws tell us what is right and what is wrong. Government tells us what is best for each and all, and then simply asks us to respect and obey the law. That is not asking much of us in return for all it gives.

In this country respect for the law is as necessary as obedience to the law. A man shows his respect for the law by respecting the officers of the law. He shows his respect for the law in another way and this is, by obeying the laws of the different city departments which carry out the work of the government. For these rules or regulations, as well as other laws, are meant for the protection and welfare of the whole community. Whenever a man breaks one of these laws, therefore, either through ignorance or with evil intent, he hurts not only himself but all others.

In the United States, law means liberty because the law is the free will of the people. Then that man alone is truly free who is able to rule himself, and to submit his own will to the higher authority, the authority of the law.—From "A Course in Citizenship and Patriotism."

LAW III.—THE LAW OF PERFECT HEALTH

The good citizen tries to gain and keep good health.

What can you do to make your home a healthy place?

What can you do to make your school a healthy place?

What can you do to make your city a healthy place?

(Answers to the above questions and discussions of the topics which follow should be worked out with the pupils.)

TOPICS FOR DISCUSSION

Bathing and clean clothing.

Care of the hair and teeth.

Fresh air.

Necessity for exercise.

Care of the sleeping room.
 Care of the home.
 Care of health in public places.
 Care of people's health by government.

"Old Mr. Black had a pain in his back;
 And he grumbled and groaned all day;
 Old Mrs. Mold had a cough and a cold,
 And she never was happy or gay.

He opened his windows and let in the sun,
 And now his grumbling and groaning are done,
 She opened her windows and drove out the dark,
 And now she sings as gay as a lark."

LAW IV.—THE LAW OF GOOD WORKMANSHIP

The good citizen tries to excel in the work he undertakes.

Good Work

A man or woman in public or private life, who ever works only for the sake of the reward that comes for the work, will in the long run do poor work always. I do not care where the work is, the man or woman who does the work worth doing is the man or woman who lives, breathes, and sleeps that work; with whom it is ever present in his or her soul; whose ambition it is ever to do it well and feel rewarded by the thought of having done it well. That man, that woman, puts the whole country under an obligation.—John Ruskin. (From "A Course in Citizenship and Patriotism.")

The Story About Michael Angelo

Michael Angelo was one of the greatest sculptors and painters that ever lived. Art students today travel thousands of miles and spend all the money they can afford just to study the works of Michael Angelo.

One day a friend, visiting the great artist in his studio, said, "What have you been doing since I last visited you?" "Working on that," answered Michael Angelo, pointing to a complete statue.

"Why, I thought that was finished when I was here several weeks ago," answered the visitor. "What did you find to do?"

"I have been busy, I assure you," answered the artist. He walked over to the statue, and pointed to the different points as he spoke, saying, "I have retouched this part, polished that; softened this feature, brought out the muscle; given some expression to that lip, and more energy to that limb."

"But why spend so much time on such things?" asked the visitor. "They are but trifles."

"That may be so," answered Michael Angelo; "but trifles make perfection, and perfection is no trifle."—Adapted by Catharine Bryee.

Every mason in the quarry, every builder on the shore, Every chopper in the paling grove, every raftsmen at the oar, Hewing wood and drawing water, splitting stones and cleaving sod,

All the dusty ranks of labor, in the regiments of God. March together toward the triumph, do the task—His hands prepare;

Honest toil is holy service; faithful work is praise and prayer.

—Henry Van Dyke.

"Don't tell me of luck, for it's judgment and pluck,
 And a courage that never will shirk;
 So give your mind to it and know how to do it,
 And put all your heart in your work."

LAW V.—THE LAW OF CO-OPERATION

The good citizen knows how to do team work.

All are needed by each one—
 Nothing is good or fair alone.

—Emerson.

When we all work together we say we are co-operating. Each has to work *for* and *with* the other. Before we can co-operate we shall need to master many dragons; *e. g.*, selfishness, greediness, thoughtlessness. Co-operation brings us in closer touch with one another. We do team work when we play games. There should be perfect co-operation at school between scholars and teacher. There should be perfect co-op-

eration at home between parents and children and between brothers and sisters.

The Quails

There was once a fowler who earned his living by selling quails on the market. He had a clever way of catching them. He would hide near a clearing in the forest and whistle like a quail. The birds who heard his call would hurry to the clearing. Then the man would throw a large net over them, and so captured them.

One day the wisest of the quails said, "I have a plan by which we may escape from the net. The next time the fowler throws his net over us, let each put his head through an opening in the net. Then let us all lift together and fly away with the net. We will carry it to a bush and drop it over the top. It will then be easy to escape."

The other quails were glad to follow this wise plan, and each promised faithfully to do his share of the lifting and carrying off of the net. When, therefore, the fowler next threw his net, he not only failed to get any birds, but he lost his net as well. Thus for many days the quails were safe, because they worked so well together.

But alas; one day they quarreled. Each thought he was carrying more than his share of the heavy net, so when next the fowler threw his net over them, they did not work together. So the fowler caught many of them. The quails who escaped hastened to the wise old quail and asked him to think of another plan to save them.

"I now of no other plan," he said. "Unless you all work together, you shall surely be lost." Then he called his family together and set out to look for neighbors that were willing to work together for the common good.—Adapted by Catharine Bryee.

LAW VI.—THE LAW OF LOYALTY

The good citizen is loyal.

To thine own self be true;

And it must follow, as the night the day,
 Thou canst not then be false to any man.

—Shakespeare.

Land of our birth, we pledge to thee
 Our love and toil in the years to be;
 When we are grown and take our place,
 As men and women with our race.

—Kipling.

Loyalty is faithfulness. Shakespeare says if we are loyal to our higher self we shall be true to everyone. Then we shall be loyal to all; to the laws of our country, to our parents and teachers, and to our school. We show our loyalty to our country by keeping the laws; our loyalty to parents and teachers by love and obedience; our loyalty to school by doing everything to honor and nothing to disgrace it.

Loyalty to School

We'll honor yet the school we know,
 The best school of all;
 We'll honor yet the rule we know,
 Till the last bell call,
 For, working days or holidays,
 And glad and melancholy days,
 They were great days and jolly days
 At the best school of all.

—Henry Newbolt.

Civic Creed for the Boys and Girls of Our Great Republic

"God hath made of one blood all nations of men, and we are His children, brothers and sisters all. We are citizens of these United States, and we believe our flag stands for self-sacrifice for the good of all the people. We want, therefore, to be true citizens of our great country, and will show our love for her by our works. Our country does not ask us to die for her welfare only—she asks us to live for her, and so to live and so to act that her government may be pure, her officers honest, and every corner of her territory a place fit to grow the best men and women, who shall rule over her."

Pledge to the Flag

I pledge allegiance to my flag and to the Republic for which it stands—
 One, nation indivisible, with liberty and justice for all!

America the Beautiful

(This may be memorized and sung.)

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PITH AND PARAGRAPH

Supt. F. R. Richardson, of Mocksville, is planning to have his schools observe "Courtesy Week" some time in this month, and hopes to give the readers of NORTH CAROLINA EDUCATION an account of it. We shall be glad to help the idea along. The observance of "Courtesy Week" should spread until its effect upon the children is apparent fifty-two weeks in the year.

Conspicuous in educational councils now is the question of teaching the Bible—in the public schools or out of them. An article in this number by President W. A. Harper, of Elon College, presents a broad, suggestive, and informing discussion of the subject. Whether one agrees fully with all the views of Dr. Harper or not, his discussion will serve to clarify the reader's thinking on this widely considered topic.

A good feature, among many, of the Parent-Teacher Association at Wake Forest, is the distribution of the children's report cards at the monthly meetings. Superintendent Honeycutt finds this the best time for distributing these reports, since it gives the teacher an opportunity to talk over the work of the pupil with the parent. This plan seems worth passing along.

Friday, February 10, has been designated by Superintendent E. C. Brooks as "Temperance and Law-or-Order Day." In this issue will be found a suggestive outline for a program of observance and a fine collection of material ready for use, all prepared by Mrs. T. E. Johnston, of the State Department of Education. Teachers who are now ready to commence preparation are to be congratulated upon having this outline and material so conveniently at hand.

A VALUABLE LESSON IN HISTORY AND COMPOSITION

Mrs. Daisy Crump Whitehead, of Enfield, N. C., is conducting in the county newspapers a war record department. She has secured the co-operation of the people to such an extent that a medal is offered to the high school pupil that writes the best biographical sketch of a soldier who fought in the World War.

I have just read one of these stories in the county paper. It begins with the birth and early boyhood of one of the soldiers, tells of his spirit, his school days, how he entered the army, his training, his service overseas, his furlough, and finally his honorable dismissal from service. This is an excellent idea, and what Mrs. Whitehead is doing for Halifax County could be repeated in ninety-nine other counties in the State.

A better subject could not be selected. Students will have some motive for writing compositions. They will have an incentive because of the publicity and the prizes at the end.

I suggest that every high school in the State adopt this idea and preserve the life history of the boys who entered the army.

The Collector of War Records, Raleigh, N. C., will, of course, be glad to secure a copy of these biographical sketches.

E. C. B.

THE NEW YEAR WHAT WE MAKE IT

One of the philosophers whose reflections more or less enrich the editorial page of the *New York Times* observed the other day—the 31st of December, to be statistical—that

"The quality of the coming year will depend more than a little on ourselves, and for most of us it is likely to be about what we deserve."

That is very true. And the truth of the observation will now grow less apparent or impressive for any sober meditation devoted to it. The good will and kind expressions and sympathetic co-operation of our friends go a long way in providing the happiness all of us so much desire, but even the best of friends may not be able to wish good fortune upon us in spite of ourselves. Each one for himself must seek to make the very best of the new opportunities brought along by the new year—and by his friends. After all, it comes back to the old wit-belabored but time-honored practice of forming good resolutions—and sticking to them. Who so would win the favor of fortune makes a good start by deserving it, and usually one does not deserve more than he is willing to strive for in great earnest and to use wisely after it has once been obtained. The issues, after all, do depend very largely upon ourselves, and the new year of 1922 will not improbably be to each of us about what we make it.

W. F. M.

THE APOSTLE OF GOOD CITIZENSHIP

By E. C. Brooks, Contributing Editor

Stricken suddenly in the early hours of the evening of December 27 at his Raleigh home, Ex-Governor Thomas Walter Bickett, without having regained consciousness, died shortly after nine o'clock Wednesday morning, December 28, 1921,—within less than a year after giving to the people he had served so devotedly the tender farewell which is reprinted on the front cover page of this number of NORTH CAROLINA EDUCATION.

Having noted the three silent periods of growth in his life, each marked by a speech of distinction and ability, the third being his incomparable address of January 11, 1917, the present writer concluded his comment upon that occasion with these words:

"The other two [speeches] gave no index as to what his subsequent acts would be. In fact, they had nothing to do with his own career. The third one, however, outlined the future direction of the State's progress and what he as Governor would undertake to do. His growth can no longer be silent; it must be made in public and the public will mark its stages. It was a great speech. Will he be a great Governor? We shall see."

That he was a great Governor, his four years of unremitting service, the things he accomplished, the spirit in which he worked, and the hearts of his people who now mourn his going bear compelling and overwhelming witness. The desire to serve his State in the most useful way was a passion with Governor Bickett. His administration covering the period of the world's greatest war will, when correctly appraised by historians, stand out as a distinct epoch in our history. But Governor Bickett's large soul, his fine humanitarianism, and his great ambition for his native State, were little known by the world at large.

He left the Governor's office a poor man, but the freedom from exacting official cares gave him a thrill and a buoyancy that is unusual, and like a young man just entering his profession, he was full of enthusiasm and hope and a new joy. Soon, however, his returns from his law practice were gratifying both from a professional and a financial standpoint.

I spent an evening with him in August, when he was just facing the rising tide of financial and professional prosperity. It was on such an evening and in such an environment when the future moves nearer and a new life seems to open, that he talked intimately of his future. He had no desire for any other political office.

"I want to teach," he said; "I want to teach the young men and women how to become better citizens. I don't want to practice law the remainder of my life. I don't want to sell my services for money, settling disputes between A and B. But as soon as I

can get out of debt, it is my purpose to devote my life to doing that which will be most helpful to North Carolinians."

We had been discussing citizenship and how the schools have failed to give proper instruction in self-government, efficient county government, and a proper conception of state government—all of which depend upon a more enlightened and a finer Christian citizenship.

"I want to devote my life to teaching these subjects. I tried to make my administration count for something along these lines." And he spoke with an eagerness and a seriousness that showed how much the matter lay on his heart.

A review of his administration will reveal the fact that he was constantly thinking "along these lines." In his first message to the General Assembly he declared it to be his policy to work for better rural communities with more modern conveniences in the home, vocational education, and a more skillful laboring class, abolition of the crop lien system and a more independent agricultural class, better highways affording better transportation facilities, recreation and entertainment for rural communities by means of the motion picture, a compulsory six months' school term, better homes for factory workers, a just system of taxation based on fair values, compulsory medical inspection of school children, a more humane prison system, and a better support of the State's educational institutions. When he retired as Governor he was happy in the thought that the State had had confidence in his judgment and had adopted his policies almost *in toto*. He reviewed these achievements with a just pride, because as Governor he had succeeded in placing the power of the State behind this great idea of better citizenship, and now that his public career was ended he desired as a private citizen to devote the remainder of his life to teaching the rising generation to carry on.

We discussed the possibilities of a new department of citizenship in our higher institutions. As we analyzed them and their possibilities, he said:

"I would accept such a position in either of the institutions mentioned if we could secure the outlook necessary to accomplish the things I have in mind; that is, within a year or two, as soon as I am better situated financially."

Then turning quickly to me, he exclaimed: "Do you know where I'd rather go, if I had the choice? To Boone, to the Appalachian Training School, not as an executive but as a teacher. Those people in that part of the State really need me, and I could be of great service to them."

We discussed the subject far into the night, and since that time he has referred to it repeatedly. This spring we were to take it up again and this time for the purpose of laying our plans before one or more of the higher institutions with a view of having a new department created. He discussed it with the seriousness and zeal of a crusader. His public addresses during the summer were directed toward this end, and he lived in the hope that soon he might clear away entirely for action, and devote his ripper life as the apostle of a better citizenship.

State School News

SCHOOL NEWS BRIEFS

The Rocky Mount high school has been added to the accredited list of the Association of Colleges and Secondary Schools of the Southern States for the year 1921-22.

Statesville, Dec. 8.—The new \$20,000 high school building at Scotts, nine miles northeast from Statesville, was destroyed by fire today. It was insured for \$12,500. The fire started in the basement near the furnace, and it had made such headway when discovered that it was impossible to extinguish it with the school's limited fire-fighting equipment. One of Statesville's fire trucks answered the call, but it could do nothing as there was no water pressure. Everything was lost except a few desks. The teachers' home nearby was saved by heroic work.

Work to Begin on New High School Building for Whiteville

Whiteville, Dec. 15.—Plans were finally completed this week for the construction of Whiteville's splendid new high school building and yesterday surveyors set to work to determine the exact location and prepare for the excavation work which will begin immediately with expectations of completion before Christmas. The actual construction work will begin right after the holidays and will be pushed. The contract calls for the building being ready to turn over to the school board on the first of next August.

CONSOLIDATION HELD UP IN DAVIDSON

A Decision of the Supreme Court Declares Invalid a Township Election Held Last Spring—What to Do Now Is the Puzzle.

Lexington, Dec. 15.—County school authorities sat up with a jerk this morning when they read an item in the morning papers saying "Weesner vs. Davidson Co., error," which meant that the Supreme Court had decided that the special tax election held in Arcadia township last April 12 was held invalid.

Ordinarily such a decision would have been little more than a passing event, but this finds a consolidated district where formerly were five schools, a big new brick building erected at a cost of about \$30,000—probably more when fully completed—a consolidated school in operation, with trucks hauling the more distant pupils to and from school.

And now there is no tax to support the school beyond the regulation six months, no money to supplement ordinary public school salaries—and no money to reimburse those who have dug deeply into their pockets or signed notes in order to get money to bring the building far enough to completion to start school, which was done some six weeks ago.

About two years ago an election was held, and bitterly contested, apparently carrying by one majority. An irregularity was found that reduced the vote to a tie. Last spring another election

was held and another strenuous and bitter fight was followed by a clear majority of three in favor of the consolidation special tax. Immediately the former contestants moved again to set at naught the effort for a consolidated school, but the proponents of the school decided to go ahead and start building. There was delay in getting the matter before the courts. Finally several months ago an injunction against collecting the tax was sought before Judge J. L. Webb, who refused to grant a restraining order. Then the fight was carried up to the court.

In the meantime the land of the former schoolhouses in the district has all been advertised and sold. Going back would be difficult. The higher court's decision is said to be based upon the fact that the second election followed within less than two years of the first. This would seem to debar the holding of a third election until over two years had expired after the second.

What is to be done about it is apparently puzzling the educational authorities here today. There is a strong opinion that the decision of the court does not do away with the consolidation of these schools into a central school, which was done by order of the county board of education before the special tax election was held. There is no doubt, however, that the school is much crippled.

Some of the special school tax has already been collected by the sheriff and will be turned over to the school board to be refunded to the taxpayers. Sheriff Sink had received no instructions late today but does not expect to collect any more of the tax unless so ordered.—Raleigh News and Observer.

NEW HIGH SCHOOL BUILDING FOR FAYETTEVILLE

Work is shortly to begin on a new high school building for Fayetteville, which, it is claimed, will be "the last word in high school construction." It will have an auditorium with a seating capacity of 1,200, and will be equipped with laboratories for chemistry, physics, manual training and domestic science. Provision will also be made for a play room, cafeteria, music room and gymnasium.

Superintendent M. B. Andrews and a member of his board, Mr. Schenck, have just returned from a visit to Richmond, where they went to inspect some of the newest buildings in the Richmond schools.

SCHOOL ARCHITECTS OPEN OFFICES IN RALEIGH

Noteworthy among the items of recent educational news is the establishment of an office in Raleigh by G. Lloyd Preacher and Company, architects and engineers, who for fifteen years have made a specialty of school architecture and planning. This new office is in addition to their home office, or headquarters, in Atlanta, and branch offices in Augusta, Valdosta, and Spartanburg. What is said to be the largest grammar school in the South was designed and built by this firm at Augusta, as were also the buildings for the new high school at Spartanburg, the Tubman high school at Augusta, and the Valdosta, Ga., high school, and many others in the Southern States.

The Raleigh office, in the Commercial Bank Building, is under the management of Mr. George Harwell Bond (Georgia Tech., 1911, and the School of Fine Arts in Paris) to whom we very gladly commend our readers who wish to consult about contemplated school buildings or surveys.

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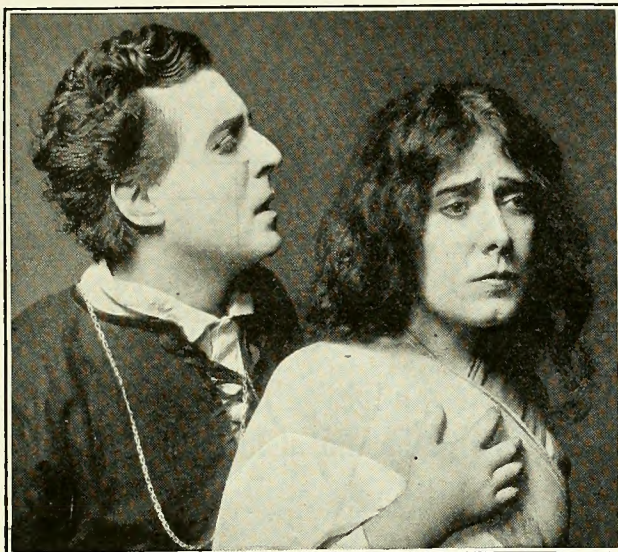
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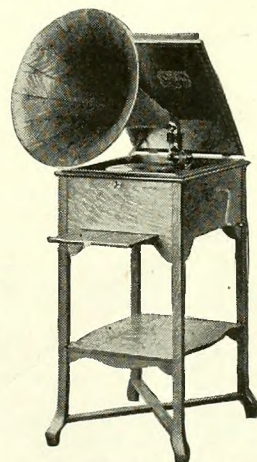
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THE FINE COMMUNITY SPIRIT AT WAKE FOREST

To the Editor:

The parent, until recently, has not been considered an important factor in the school. Formerly, the father and mother stood apart from the work which was going on in the school, taking the liberty to criticize, condemn, and in a few cases to praise the work of the teacher. Now, the parent and teacher see the need of a better understanding and are therefore co-operating for the welfare of all those concerned.

Parents in the Wake Forest public schools are playing a great part in the discipline and the work of the students. Until a few years ago, there seemed to be very little community pride in the public schools here, especially on the part of parents. We have had, for the past two years, a well organized Parent-Teachers' Association. Its real worth to us is now manifesting itself. Last year we made no special effort to enlist all parents in this work. At the opening of the term this year, however, our efficient President, Mrs. W. M. Dickson, put on a membership drive, and as a result one hundred and forty-one members joined the association, paying the annual fee of one dollar each.

Our association meets once each month to consider problems that affect our school in any way. At these meetings each teacher distributes her monthly report cards to parents. We find this the best time, since it gives the teacher an opportunity to talk over the work of the pupil with the parent. In addition to this part of the program, a speaker is secured for each meeting.

Another important service that can be rendered by a Parent-Teachers' Association is financing the many miscellaneous objects which confront all Boards. Our association this year has raised money by the following various undertakings:

By membership drive	\$143.00
By a rummage sale	211.00
By a school bazaar	324.00
By a play	56.00
Total	\$734.00

In other words, our association has raised during the first half of the school year \$734.00. This amount, with the \$300.00 the association had on hand, will be used toward furnishing the class rooms of the new building.

We have organized a Reading Circle Group and have enrolled 100 per cent of our teachers in the group. We are using as our text "Education for Democracy," by Supt. E. C. Brooks. We find this book very helpful and inspiring to teachers.

We have on our teachers' reading table the following current literature: North Carolina Education, School Life, The High School Journal, The Pathfinder, The Mentor, The Literary Digest, The Normal Instructor and Primary Plans.

The Wake Forest people are interested in their school as they say they have never been before. In the words of Dr. Brooks, we believe we can truthfully say that our "community has found its soul."

M. A. HONEYCUTT, Supt.
Wake Forest.

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New Year Resolutions

Of the many classes of New Year Resolutions made only to be broken, perhaps the most numerous relates to saving money.

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Some time in the spring it is expected that Raleigh township will vote on the question of issuing bonds to the amount of \$1,500,000, or more, for school improvements.

The following is the architect's estimate of costs of the work contemplated in the program tentatively adopted some time ago. This does not include as yet estimates for sites, nor some possible additions at the Murphey School and various minor repairs and alterations that will be necessary:

Thompson School—Estimated cost, \$1,530; number pupils, 750.

Wiley School—Estimated cost, \$153,000; number pupils, 750.

Lewis School—Addition, \$50,000; number pupils, 240 additional.

Pilot Mill—Estimated cost, \$45,000; number pupils, 200.

Caraleigh—Estimated cost, \$45,000; number pupils, 200.

High School—Estimated cost, \$500,000; number pupils, 1,260.

Negro schools—Estimated cost, \$175,000; number of pupils, 900.

Total estimated cost, \$1,121,000; number of pupils, 4,300.

To this must be added a considerable amount for unforeseen contingencies for increase in the size of any of these proposed buildings or additional smaller buildings that it might possibly appear wise to plan for and a reasonable allowance for the cost of sites. This plan, when completed, will give accommodations for approximately 7,500 pupils, without overloading any building. The present actual enrollment is 4,134.

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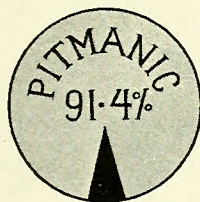
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SCHOOL PROGRESS IN MOCKS- VILLE

To the Editor:

The "State School News" published in *North Carolina Education* is a source of much inspiration to me.

The Mocksville Graded Schools are in the midst of a period of great progress.

Last September a bond issue of \$45,000 was "put over" after two trials in a district which is to include twenty-five square miles surrounding Mocksville.

Within the past two years our High school enrollment has grown from forty to ninety. Last year the curriculum was so reorganized as to conform to the standard requirement of fifteen units. This Spring the graduating class will be much larger than ever before.

We have added one High School teacher and two grammar grade teachers this year. On Friday, December 9, we organized a Parent-Teacher Association with eighty members. The parents were presented with invitations written by the children, a prize having been offered to the grade having the most parents present. Mrs. Sinclair, State President of P. T. A., addressed the meeting, and since that time wonderful and heretofore undiscovered enthusiasm has been manifested toward school matters.

By next September, we will be in our new \$45,000 building, and will be rated as a Standard High School, a distinction for which I have been laboring for two and one-half years.

We have as a faculty thirteen teachers; two graduates of G. C. W., two of N. C. C. W., two of Meredith, one of N. C. University, one of Furman University, and one of Trinity. The two High School teachers are men, which has proved to be an excellent arrangement.

We are planning to have in a few months one of the very best schools in this section of the State. It is my intention to try in a few weeks the Bible Study plan which is proving such a success in Durham and other places.

FRANK R. RICHARDSON, Supt.

The Industrial Building of Biddle University, Charlotte, N. C., maintained by the Northern Presbyterian Church, was destroyed by fire December 31. The loss is estimated at \$100,000.

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North Carolina Leads in Vocational Schools

Asheville, Dec. 19.—North Carolina leads all southern states for 1921 in the number of vocational training schools maintained under the Smith-Hughes act, George W. Coggins, state supervisor of trades and industrial schools, stated tonight. Under the census just completed North Carolina is credited with 163 unit classes in trade and industries instruction. The next state is Texas with 108 classes.

Hopewell Teacher and Pupils Destroy Still

We are reliably informed that Miss Nettie Hurst, one of the teachers at Hopewell School, discovered a still near her school, one day last week, and told some of the men folks of same, but none of them took any action, so she took her pupils with her and went out and destroyed the still, all except the worm, which had disappeared after the still had first been discovered. They

poured out a lot of beer and all other liquids they could find.

We think Miss Hurst is entitled to the usual compensation for destroying a still, however, we presume she is not putting them out of commission for the money there is in it but to save her pupils from being poisoned.

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CALIFORNIA ADOPTED McMURRY AND PARKINS' ADVANCED GEOGRAPHY

No adoption of an elementary text was made at this time on account of lack of available funds.

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WASHINGTON—Every county to change geographies this fall has adopted the McMurry and Parkins Geographies.

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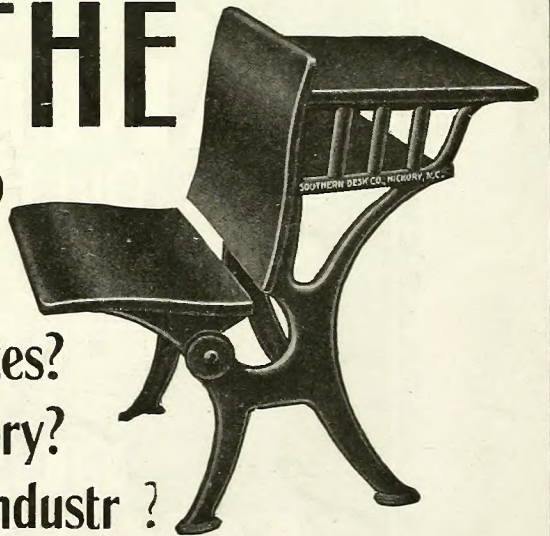
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress
and Civic Betterment

Vol. XVI. No. 6

RALEIGH, N. C., FEBRUARY, 1922

Price: \$1.50 a Year

This Quarter Century's School Progress: A Forecast

DR. JAMES Y. JOYNER, in *Knight's Public School Education in North Carolina*.

Within the next quarter of a century or less we confidently expect to see within reasonable reach of every country and city child in the State a complete system of public education. This system will include elementary and high schools adequately equipped with comfortable houses, ample grounds, and trained teachers. The schools will be efficiently supervised by competent superintendents, maintained for eight or ten months in the year by State, county, and district taxation. Every child will be required to secure at home in the elementary school a mastery, at least, of the rudiments of learning that constitute the foundation of all education and of all preparation for intelligent citizenship and efficient service. Every child who has the desire and capacity will be afforded opportunity to secure near home, in county and township high schools, fuller preparation for college or for life, through courses of study shaped to meet the needs and natural adaptations of all literary, professional, commercial, and industrial life.

These elementary and high schools, planted in the rural districts within reach of the rural population, will become centers of a new social, intellectual, civic, industrial, and agricultural life. They will be the effective means of breaking up the isolation, the loneliness, and the colorlessness of rural life. They will elevate to a higher

plane of intelligence, labor, and service the great masses of the country people and prevent the degeneration of this biggest and best part of our population into an Old World peasantry. Through the dissemination of intelligence and special training for their work, adapted to their environment, among the masses of the country folks, our farms will become more productive; our waste lands will be reclaimed; our roads will be improved; modern conveniences that increased wealth can command will be brought to the farmers' doors, and rural life will be made more livable.

Such a system of schools do we foresee in the near future for the Old North State, extending its educational ladder, without a missing rung, from the doorstep of the humblest cottage in the remotest rural district to the doorway of the highest university or college of State or Nation. This is the lever that shall uplift the State and roll it in another course.

Let all who love the State and believe in the splendid possibilities of her children, and in her wonderful material resources, rally to the standard of the schools and labor without ceasing for their improvement until every child in North Carolina shall have as good a chance, through as good a school, as any other child in all the world for the highest development of every power within him and of every resource about him.

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North Carolina Education

Vol. XVI. No. 6

RALEIGH, N. C., FEBRUARY, 1922

Price: \$1.50 a Year

REPORT OF THE NORTH CAROLINA TEXT-BOOK COMMISSION TO THE STATE BOARD OF EDUCATION

Having carefully examined the books submitted to us, we herewith give to the State Board of Education the multiple list of basal books, together with such recommendations and suggestions as we deem appropriate:

ARITHMETIC

The Arithmetics now in use in the public schools in North Carolina are unsuitable and should not be continued.

We submit the following books for the second grade:

First Journeys in Numberland, Scott Foresman & Co.

Work and Play with Numbers, Ginn & Co.

The Little Folks' Number Book, Chas. Scribner's Sons.

These books are submitted on the multiple list without recommendation as to which one shall be adopted, because in our opinion they are practically of equal merit.

For grades three to seven, inclusive, we submit the following series of Arithmetics, giving them in the order of our preference, and the series should not be divided:

Anderson Arithmetics, Silver, Burdett & Co.

New Stone Millis Arithmetics, Benj. H. Sanborn & Co.

Everyday Arithmetics, Houghton Mifflin Co.

School Arithmetics, Ginn & Co.

Each of the above series of Arithmetics contains eighth-grade work. The first book of each series contains the work for grades three and four, and the second book of each series contains the work for grades five and six. We recommend that these books be used just as they have been presented to us for examination and that the first part of the third book of the series adopted be bound separately for the work of seventh grade. This will make the work of the seventh grade include to the bottom of page 150 of the third book of the Anderson series; to the bottom of page 154 of the third book of the Stone-Millis series; to the bottom of page 132 of the third book of the Everyday Arithmetic series; and to the bottom of page 148 of the third book of the School Arithmetic series.

HISTORY

FIFTH GRADE.—The Story of the United States, which is in use in the schools of North Carolina, is not in conformity with the course of study. We submit the following and given them to you in the order of our preference:

First Book in United States History, D. C. Heath & Co.

Mace's Elementary History, Rand McNally & Co.

Elementary History of the United States, Chas. Scribner's Sons.

SIXTH GRADE.—The outline course of study says that the subject matter of the sixth grade should consist largely of North Carolina history and European beginnings of American history. No history of North Carolina was submitted to us that conforms to our idea of the proper text for the treatment of this subject. We therefore recommend that either

Makers of North Carolina History, Thompson Pub. Co.

or

Young People's History of North Carolina, Alfred Williams & Co.

be adopted for a period of two years. We believe that the first named of these books will be more beneficial to the children of North Carolina.

For European beginnings of American history we recommend that one of the following books be adopted, and we given them in the order of our preference:

American Beginnings in Europe, Chas. Scribner's Sons.

Our Heritage from the Old World, D. Appleton & Co.

Our Ancestors in Europe, Silver, Burdett & Co.

Old World Background to American History, Scott Foresman & Co.

SEVENTH GRADE.—The book in use at present is "Our Republic," published by the Thompson Publishing Company. While it does not conform to our idea of a suitable text for this grade, yet in view of the fact that so many changes must necessarily be made at this time, we do not disapprove of this book's being retained for a period of one year. If, however, the State Board of Education in its judgment should decide to make a change, we recommend that one of the following books be adopted:

A History of the People of the United States, J. B. Lippincott Co.

A Brief History of the United States, D. C. Heath & Co.

We have no decided preference as to which one of the above books should be adopted.

LANGUAGE AND GRAMMAR

GRADES 3-7, INCLUSIVE.—The Language and Grammar series now on the adopted list is unsatisfactory and should be changed. We recommend the following series of Language books and give them in the order of our preference:

Smith McMurry Language Series, B. F. Johnson Pub. Co.

Live Language Lessons, University Pub. Co.

Good English, Scott Foresman & Co.

Better English for Speaking and Writing, John C. Winston Co.

Each of these series contains three books and the series should not be divided.

GEOGRAPHY

GRADES 4-7, INCLUSIVE.—The Geographies now in use are so unsatisfactory and out of harmony with the outline course of study which we have prepared that we cannot approve of their being retained any longer, and we therefore submit the following list of Geographies:

Human Geography, John C. Winston Co.

Essentials of Geography, American Book Co.

New Geography, Ginn & Co.

Human Geography, offered by the John C. Winston Co., is, in our opinion, decidedly the best series of the three. Our second choice is Essentials of Geography, published by the American Book Co.

We recommend the use of the four-book edition of the Geography series adopted, thus having one book for each of the four grades.

READING

GRADES 1-3, INCLUSIVE.—As the law requires the adoption of two primers, two first readers, two second readers, and two third readers, we have divided them

into two classes. The method books to be used, we are designating as "basal," and the other set to be used in the respective grades as "co-basal." Neither the basal nor the co-basal series should be divided in the first three grades.

The multiple list of basal books for the first three grades is given in the order of our choice, as follows:

The Child's World (Primer, First, Second and Third Readers), B. F. Johnson Pub. Co.

Story Hour (Primer, First, Second and Third Readers), American Book Co.

Natural Method (Primer, First, Second and Third Reader), Chas. Scribner's Sons.

For co-basal books, *i. e.*, those which are to be used immediately after the corresponding basal books, we recommend the following:

Reading Literature Series (Primer, First, Second and Third Readers), Row Peterson & Co.

which are now on the list and should be retained if satisfactory prices can be secured. If, however, satisfactory prices cannot be secured, we submit the following list of co-basal books and give them in the order of our preference:

Winston Readers (Primer, First, Second and Third Readers), John C. Winston Co.

New Barnes Readers (Primer, First, Second and Third Readers), Laidlaw Brothers (Formerly A. S. Barnes Co.)

Elson Readers (Primer, First, Second and Third Readers), Scott Foresman Co.

GRADES 4-7, INCLUSIVE.—The series of Readers for grades four to seven which are now in use are unsuitable and should not be retained. We recommend one of the following series for these grades and list them in the order of our preference:

Studies in Reading, University Pub. Co.

Elson Readers, Scott Foresman Co.

Story Hour Readings, American Book Co.

Any of the above series of books is suitable to be used in connection with any series which may be adopted from the groups listed for grades one to three, but we are decidedly of the opinion that Studies in Reading, published by the University Pub. Co., is the best series of books for grades four to seven. The series of Readers adopted for these grades should not be divided.

SPELLING

GRADES 2-7, INCLUSIVE.—The book which is now in use is not satisfactory and does not conform to the course of study. Yet in view of the number of changes that must necessarily be made, we do not disapprove of its being retained for a period of not more than two years, if in the judgment of the State Board of Education this seems desirable. If, however, the State Board of Education desires to adopt a book which is up to the standard, we submit the following multiple list of books and give them in the order of our preference:

New World Speller, Revised Edition (Three book series), World Book Co.

Essentials of Spelling (Two book series), American Book Co.

The Mastery of Words (Two book series), Iroquois Co.

The Spelling books adopted should all be of the same series.

MUSIC

GRADES 1-7, INCLUSIVE.—This subject has not been included heretofore in the course of study for the public schools, and therefore there is now no adopted book. We find two series of books which are suited for work of the North Carolina public schools. They are as follows:

Progressive Music Series (Four books), Silver, Burdett & Co.

Hollis Dann Music Series (Six books), American Book Co.

From all we can learn about this subject, the Progressive Series is more widely used at present in this State, but it seems to be the consensus of opinion among those who are best qualified to judge that the Hollis Dann is a little better series of books. We see no reason why those schools which now have the Progressive Series in use should be required to change. Neither do we feel that it would be wise to eliminate the Hollis Dann.

We would therefore respectfully suggest that the State Board of Education make contracts for these two series and have a duplicate adoption.

ELEMENTARY SCIENCE

GRADES 6 AND 7.—The book which is now used is so out of harmony with the course of study that we cannot recommend its continuance. We have carefully examined all books which have been submitted on this subject and we find only one that we can consistently recommend.

Studies in Science, Row Peterson & Co.

conforms to the course of study and we therefore recommend its adoption.

HEALTH EDUCATION

The Ritchie books, which are now in use in North Carolina, are out of date and do not conform to a modern course in Health Education. The outline course of study calls for a text in the fourth grade. After examining all the books submitted, we have found only one book which is suited for the Health work of this grade:

The Child's Day, Houghton Mifflin Co.

GRADES 5-7, INCLUSIVE.—We list the following and give them in the order of our preference:

Healthy Living, Chas. E. Merrill Co.

Physiology and Health (Revised and enlarged), Silver, Burdett & Co.

Every Day Health Series, Macmillan Company.

Hygiene and Health, Bobbs Merrill Co.

Healthy Living, published by the Chas. E. Merrill Co., is, in our opinion, decidedly the best series of Health books submitted.

CIVICS

GRADES 6 AND 7.—Peele's Civil Government, which is now on the adopted list, is not at all suited for the work in Civics. We therefore submit the following list and give them in the order of our preference:

Elements of Civics, Bobbs Merrill Co.

Community Civics, Chas. Scribner's Sons.

Elementary Community Civics (Hughes), Allyn & Bacon.

The Hughes' Elementary Community Civics was submitted to us in stone-proof form and we therefore had no opportunity of judging the mechanical execution of the book. The publishers will submit to the State Board of Education the completed book, and from the sample submitted the mechanical execution of the book can be judged.

WRITING

GRADES 1-7, INCLUSIVE.—The Berry Writing Books, which are now adopted for use in North Carolina, should be discontinued, and we submit the following list of Writing books:

Muscular Writing (Seven book series), W. S. Benson & Co.

Zaner Writing Method (Three book series), Zaner & Blosser Co.

Palmer Method of Business Writing (Two book series), A. N. Palmer & Co.

The Palmer Method of Business Writing is used widely in North Carolina, principally in the city school system. Wherever it is in use, the work in Writing has been very much improved, and we believe that it should be one of the books adopted by the State Board of Edu-

cation in order that these schools may continue its use. However, it is our opinion that the Palmer Method would not be successful in the smaller type of school. We therefore respectfully suggest that the State Board of Education make a contract with the A. N. Palmer Co., and also a contract with either the Benson Co. or the Zaner & Blosser Co. This will give the schools of the State the opportunity to use either series that is adopted.

DRAWING

GRADES 1-7, INCLUSIVE.—The Graphic Drawing Books, which are now in use, are unsuited and a change should be made. We therefore submit the following approved list:

Industrial Art—Shorter Course (Four book series), Laidlaw Bros. (Formerly A. S. Barnes Co.).

Practical Drawing (Seven book series), Practical Drawing Co.

Industrial and Applied Art (Four book series), Atkinson Menter Co.

In our opinion, the Industrial Art Books, published by Laidlaw Bros., is the best series. We have no decided preference with reference to the other two series listed above.

Believing that the State Board of Education might desire to know the opinion of the Textbook Commission with reference to the period of adoption of the respective new books, we give that opinion, as follows:

Arithmetic—five years	Music—five years
History—five years	Elementary Science—three years
Language and Grammar—five years	Health Education—five years
Geography—three years	Civics—three years
Reading—four years	Writing—five years
Spelling—five years	Drawing—five years

In concluding this report, we wish to state that we have tried to give due consideration to every interest involved in the adoption of books for the public schools of North Carolina. We have kept constantly in mind the children of the State, and we have tried to do what is best for them.

We have listened patiently to the representatives of the various publishing houses; we have also carefully considered the opinions which have been expressed to us by competent school people, and after taking into account all that has been said to us and all we have learned from the examination of the books themselves, we have in this report given to you our best judgment.

We wish to state that we most respectfully place our services at your disposal, if at any time during the consideration of this report you deem it wise to consult us.

Most respectfully submitted,

Thos. R. Foust, Chairman; T. Wingate Andrews, Secretary; Mary Graham, Celeste Henkel, N. F. Steppe, Jane C. Sullivan, C. S. Warren, North Carolina Textbook Commission.

Charlotte, N. C., January 14, 1922.

PROJECTS IN FIRST AND SEVENTH GRADES AT WELDON

By W. B. EDWARDS, *Superintendent of Weldon Graded Schools.*

A few weeks before Thanksgiving, the first grade teacher told the story of the first Thanksgiving, and asked the children if there were a place where they could represent this story in pictorial and objective form.

The little folks began to look about and saw the sand-table.

With great eagerness these enthusiasts began to work out different schemes representative of the landing and

primitive life of the Pilgrims. Only with the slightest suggestion from the teacher these little folks made trees, Indians, squirrels, bears, and other wild animals that lived with the Pilgrims in their early life. These children thus received training in paper folding and cutting, as well as having the story of Thanksgiving indelibly fixed in their minds.

Again. The seventh grade, as nearly all seventh grades do, was having trouble with civil government. When they approached the judicial branch of government, one pupil asked if the class could not have a mock trial or moot court. The teacher then asked what would be necessary for a trial. The pupils began to name over the different officers in court, and they soon found they would have to have an election before these officers could assume such duties at will. One pupil suggested a primary, which they, a little later, had, prior to the election.

After holding the election in strict keeping with our own State election laws, the class started with court procedure. A trial was conducted as in a superior court, and I am sure an impression was made on their minds about the conduct of cases in court much more lasting than it possibly could have been made by reading only from the printed page of the book.

Projects are fine—under the direction of the teacher.

USING THE SCHOOL PAPER FOR A PROJECT

By NANNIE E. PIGG, *Franklinton, N. C.*

In the Spring of 1921, it was decided that a school paper would be a nice thing for Franklinton High School. Early after the opening of school a meeting of one editor from each of the four classes, the business department, and the editor-in-chief, was held.

Plans were laid for meeting the literary and financial requirements. Each class editor was made responsible for some articles from his grade. The board decided that the school should name the paper. Each student was allowed to suggest names, and a prize of one dollar was given for the one selected by the board of editors.

In order to insure financial backing the Literary Society voted to raise money to guarantee it. Some considered as a suggestion that a play be presented by the society. It was unanimously accepted and the work begun at once.

A play having twenty-eight characters and ten chorus girls was selected. Those who didn't have parts sold tickets, advertised and helped in various ways. Besides having lots of fun getting it up and learning to mix with each other, each member of the society felt that he had done something vital in raising this sixty-six dollars (door proceeds for building our new institution, *The Red and White*.)

In order to present the play it was necessary for characters to consult parents as to costumes, borrow dresses of this one, a hat of that, or make an apron, for instance. In fact, it afforded an opportunity for almost every home in town to take part. The school paper, though indirectly, has in this way already afforded a show of co-operation between school and home.

Aside from its value as a social and co-operative agency, *The Red and White* is affording such motivation for written class work as is seldom seen. Even the children in the third grade have been sending in letters from their language work. One boy in the seventh grade got an article printed the very first month. As a further incentive toward literary effort, a medal will be awarded at commencement to the student writing the article, poem, or story that seems to the judges to possess the highest merit.

TEACHING POETRY IN THE GRADES—V

By SUSAN FULGHUM, *State Department of Education*

NOTE BY THE EDITOR.—This is the fourth collection of poems for study and memorizing in the grades prepared by Miss Fulghum for NORTH CAROLINA EDUCATION. The list for the first grade, with an introduction to the series which no teacher of these poems should miss, appeared in the October number. The list for the second grade was printed in the November number, for the third and fourth in December, and for the fifth grade in January. This month the poems are selected for the sixth and seventh grades. In the November number, Emily Huntington Miller's "The Bluebird" was by some sort of slip credited to Samuel Taylor Coleridge as author. The Editor will thank all teachers who use that poem to make the proper correction.—W. F. M.

SUGGESTIONS

Memorizing. Let us remember that the first essential in memorizing a poem is to think through from beginning to end the thought of the selection. This calls for the reading through of the poem and the association of ideas so that the first idea leads to the second, the second to the third, and so on. After reading the poem as a whole, the main thoughts should be brought out in order to develop the complete thought, step by step. A further reading of the whole selection brings out the other important ideas as they center around the main thoughts. Thus we build up the association of ideas which will insure recall. Then the teacher calls attention to the phrases and words which the author has used to express his thoughts. The children are led to appreciate the charm and beauty of the poet's "way of saying things," and through the desire to make his words their own, memorizing becomes, not a task, but the understanding and enjoying of thoughts well expressed and long to be remembered.

The Course Through the Grades. If children are to carry in their minds great lines and passages drawn from the works of the masters, if these are to become possessions, the selections must be carried forward from grade to grade to be recalled and to be reused, time and again, in new connections and for comparative purposes. The child, who comes to the learning of Lanier's "Song of the Chattahoochee" bringing with him the memory of Tennyson's "Brook," learned early in the course and recalled year by year, will endear the old poem, and catch a more vivid meaning of the new through comparison of the two great songs. To accumulate a precious store of favorite poems, endeared by repetition and revealing a clearer meaning as they sink deeper into the affections—surely this is the true heritage of a course in English, for every child.

POEMS SUGGESTED FOR MEMORIZING IN THE SIXTH GRADE

INCIDENT OF THE FRENCH CAMP

ROBERT BROWNING

You know, we French stormed Ratisbon:
A mile or so away,
On a little mound, Napoleon
Stood on our storming-day;
With neck out-thrust, you fancy how,
Legs wide, arms locked behind,
As if to balance the prone brow
Oppressive with its mind.

Just as perhaps he mused, "My plans
That soar, to earth may fall,
Let one my army-leader Lannes
Waver at yonder wall,"—
Out 'twixt the battery-smokes there flew
A rider, bound on bound
Full-galloping; nor bridle drew
Until he reached the mound.

Then off there flung in smiling joy,
And held himself erect
By just his horse's mane, a boy:
You hardly could suspect—

(So tight he kept his lips compressed,
Scarce any blood came through,)
You looked twice ere you saw his breast
Was all but shot in two.

"Well," cried he, "Emperor, by God's grace
We've got you Ratisbon!
The Marshal's in the market-place,
And you'll be there anon
To see your flag-bird flap his vau
Where I, to heart's desire,
Perched him!" The chief's eye flashed; his plans
Soared up again like fire.

The chief's eye flashed; but presently
Softened itself, as sheathes
A film the mother-eagle's eye
When her bruised eaglet breathes:
"You're wounded!" "Nay," his soldier's pride
Touched to the quick, he said:
"I'm killed, sire!" And his chief beside,
Smiling, the boy fell dead.

THE BURIAL OF SIR JOHN MOORE

CHARLES WOLFE

Not a drum was heard, not a funeral note,
As his corse to the rampart we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.

We buried him darkly at dead of night,
The sods with our bayonets turning;
By the struggling moonbeam's misty light,
And the lantern dimly burning.

No useless coffin inclosed his breast,
Not in sheet nor in shroud we wound him;
But he lay like a warrior taking his rest,
With his martial cloak around him.

Few and short were the prayers we said,
And we spoke not a word of sorrow;
But we steadfastly gazed on the face that was dead,
And we bitterly thought of the morrow.

We thought, as we hollowed his narrow bed,
And smoothed down his lonely pillow,
That the foe and the stranger would tread o'er his head,
And we far away on the billow!

Lightly they'll talk of the spirit that's gone,
And o'er his cold ashes upbraid him,—
But little he'll reck, if they let him sleep on
In the grave where a Briton has laid him.

But half of our weary task was done,
When the clock struck the hour for retiring;
And we heard the distant and random gun
That the foe was sullenly firing.

Slowly and sadly we laid him down,
From the field of his fame fresh and gory;
We carved not a line, and we raised not a stone—
But we left him alone with his glory.

DEAR LAND OF ALL MY LOVE

SIDNEY LANIER

Long as thine art shall love true love,
Long as thy science truth shall know,
Long as thine eagle harms no dove,
Long as thy law by law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long, dear land of all my love,
Thy name shall shine, thy fame shall glow.

THE CHARGE OF THE LIGHT BRIGADE

ALFRED TENNYSON

Half a league, half a league,
 Half a league onward,
 All in the valley of Death
 Rode the six hundred.
 "Forward, the Light Brigade!
 Charge for the guns!" he said:
 Into the valley of Death
 Rode the six hundred.

"Forward, the Light Brigade!"
 Was there a man dismay'd?
 Not tho' the soldier knew
 Some one had blunder'd:
 Theirs not to make reply,
 Theirs not to reason why,
 Theirs but to do and die,
 Into the valley of Death,
 Rode the six hundred.

Cannon to right of them,
 Cannon to left of them,
 Cannon in front of them
 Volley'd and thunder'd;
 Storm'd at with shot and shell,
 Boldly they rode and well,
 Into the jaws of Death,
 Into the mouth of Hell
 Rode the six hundred.

Flash'd all their sabers bare,
 Flash'd as they turned in air
 Sab'ring the gunners there,
 Charging an army, while
 All the world wonder'd;
 Plunged in the battery smoke
 Right thro' the line they broke;
 Cossack and Russian
 Reel'd from the saber stroke
 Shatter'd and sunder'd.
 Then they rode back, but not—
 Not the six hundred.

Cannon to right of them,
 Cannon to left of them,
 Cannon behind them
 Volley'd and thunder'd;
 Storm'd at with shot and shell,
 While horse and hero fell,
 They that had fought so well
 Came thro' the jaws of Death
 Back from the mouth of Hell,
 All that was left of them—
 Left of six hundred.

When can their glory fade?
 O the wild charge they made!
 All the world wonder'd.
 Honor the charge they made!
 Honor the Light Brigade,
 Noble six hundred!

THE BUGLE SONG

ALFRED TENNYSON

The splendor falls on castle walls
 And snowy summits, old in story:
 The long light shakes across the lakes,
 And the wild cataract leaps in glory.
 Blow, bugle, blow, set the wild echoes flying,
 Blow, bugle; answer, echoes, dying, dying, dying.

O hark, O hear! how thin and clear,
 And thinner, clearer, farther going!
 O sweet and far from cliff and scar
 The horns of Elfland faintly blowing!
 Blow, let us hear the purple glens replying:
 Blow, bugle: answer echoes, dying, dying, dying

O love, they die in yon rich sky,
 They faint on hill or field or river:
 Our echoes roll from soul to soul,
 And grow forever and forever.
 Blow, bugle, blow, set the wild echoes flying,
 And answer, echoes, answer, dying, dying, dying.

THE BUILDERS

HENRY WADSWORTH LONGFELLOW

All are architects of Fate,
 Working in these walls of Time;
 Some with massive deeds and great,
 Some with ornaments of rhyme.

Nothing useless is, or low;
 Each thing in its place is best;
 And what seems but idle show
 Strengthens and supports the rest.

For the structure that we raise,
 Time is with materials filled;
 Our todays and yesterdays
 Are blocks with which we build.

Truly shape and fashion these;
 Leave no yawning gaps between;
 Think not, because no man sees,
 Such things will remain unseen.

In the elder days of Art,
 Builders wrought with greatest care
 Each minute and unseen part;
 For the gods see everywhere.

Let us do our work as well,
 Both the unseen and the seen;
 Make the house, where goods may dwell,
 Beautiful, entire, and clean.

Else our lives are incomplete,
 Standing in these walls of Time,
 Broken stairways, where the feet
 Stumble as they seek to climb.

Build today, then, strong and sure,
 With a firm and ample base;
 And ascending and secure
 Shall tomorrow find its place.

Thus alone can we attain
 To those turrets, where the eye
 Sees the world as one vast plain,
 And one boundless reach of sky.

APPLE BLOSSOMS

WILLIAM WESLEY MARTIN

Have you seen an apple orchard in the spring?
 In the spring?
 An English apple orchard in the spring?
 When the spreading trees are hoary
 With their wealth of promised glory,
 And the mavis pipes his story
 In the spring!

Have you plucked the apple blossoms in the spring?
 In the spring?
 And caught their subtle odors in the spring?
 Pink buds bursting at the light,
 Crumpled petals baby-white—
 Just to touch them a delight!
 In the spring!

Have you walked beneath the blossoms in the spring?
 In the spring?
 Beneath the apple blossoms in the spring?
 When the pink cascades were falling,
 And the silver brooklets brawling,
 And the cuckoo bird is calling
 In the spring!

Have you seen a merry bridal in the spring?
 In the spring?
 In an English apple country in the spring?
 When the bride and maidens wear
 Apple blossoms in their hair;
 Apple blossoms everywhere,
 In the spring!

If you have not, then you know not, in the spring,
 In the spring,
 Half the color, beauty, wonder of the spring.
 No sight can I remember
 Half so precious, half so tender,
 As the apple blossoms render
 In the spring!

HOW THEY BROUGHT THE GOOD NEWS FROM GHENT TO AIX

ROBERT BROWNING

I sprang to the stirrup, and Joris, and he;
I galloped, Dirck galloped, we galloped, all three;
"Good Speed!" cried the watch, as the gate bolts undrew;
"Speed!" echoes the wall to us galloping through;
Behind shut the postern, the lights sank to rest,
And into the midnight we galloped abreast.

Not a word to each other; we kept the great pace
Neck by neck, stride by stride, never changing our place;
I turned in my saddle and made its girths tight,
Then shortened each stirrup, and set the pique right,
Rebuckled the cheek strap, chained slacker the bit,
Nor galloped less steadily Roland a whit.

'Twas moonset at starting; but while we drew near
Lokeren, the cocks crew and twilight dawned clear;
At Boom, a great yellow star came out to see;
At Duffield, 'twas morning as plain as could be;
And from Mecheln Church steeple we heard the half chime,
So Joris broke silence with, "Yet there is time!"

At Aershot, up leaped of a sudden the sun,
And against him the cattle stood black every one,
To stare through the mist at us galloping past,
And I saw my stout galloper Roland at last,
With resolute shoulders, each butting away
The haze, as some bluff river headland its spray;

And his low head and crest, just one sharp ear bent back
For my voice, and the other pricked out on his track;
And one eye's black intelligence,—ever that glance
O'er its white edge at me, his own master, askance!
And the thick, heavy spume flakes which aye and anon
His fierce lips shook upward in galloping on.

By Hasselt, Dirck groaned; and cried Joris, "Stay spur!
Your Roos galloped bravely, the fault's not in her.
We'll remember at Aix"—for one heard the quick wheeze
Of her chest, saw the stretched neck and staggering knees,
And sunk tail, and horrible heave of the flank,
As down on her haunches she shuddered and sank.

So, we were left galloping, Joris and I,
Past Looz and past Tongres, no cloud in the sky;
The broad sun above laughed a pitiless laugh,
'Neath our feet broke the brittle bright stubble like chaff;
Till over by Dalhem a dome spire sprang white,
And "Gallop," gasped Joris, "for Aix is in sight!"

"How they'll greet us!"—and all in a moment his roan
Rolled neck and croup over, lay dead as a stone;
And there was my Roland to bear the whole weight
Of the news which alone could save Aix from her fate,
With his nostrils like pits full of blood to the brim,
And with circles of red for his eye sockets' rim.

Then I cast loose my buff coat, each holster let fall,
Shook off both of my jack boots, let go belt and all,
Stood up in the stirrup, leaned, patted his ear,
Called my Roland his pet name, my horse without peer;
Clapped my hands, laughed and sang, any noise, bad or good,
Till at length into Aix Roland galloped and stood.

And all I remember is—friends flocking 'round
As I sat with his head 'twixt my knees on the ground;
And no voice but was praising this Roland of mine,
As I poured down his throat our last measure of wine,
Which (the burgesses voted by common consent)
Was no more than his due who brought good news from
Ghent.

MARCH

WILLIAM CULLEN BRYANT

The stormy March is come at last,
With wind, and cloud, and changing skies;
I hear the rushing of the blast,
That through the snowy valley flies.

Ah, passing few are they who speak,
Wild, stormy month! in praise of thee;
Yet though thy winds are loud and bleak,
Thou art a welcome month to me.

For thou, to northern lands, again
The glad and glorious sun dost bring,
And thou hast joined the gentle train
And wear'st the gentle name of Spring.

And, in thy reign of blast and storm,
Smiles many a long, bright, sunny day,
When the changed winds are soft and warm,
And heaven puts on the blue of May.

Then sing aloud the gushing rills
In joy that they again are free,
And, brightly leaping down the hills,
Renew their journey to the sea.

The year's departing beauty hides
Of wintry storms the sullen threat;
But in thy sternest frown abides
A look of kindly promise yet.

Thou bring'st the hope of those calm skies,
And that soft time of sunny showers,
When the wide bloom, on earth that lies,
Seems of a brighter world than ours.

POEMS SUGGESTED FOR MEMORIZING IN THE SEVENTH GRADE

THE CHAMBERED NAUTILUS

OLIVER WENDELL HOLMES

This is the ship of pearl, which, poets feign,
Sails the unshadowed main,—
The venturous bark that flings
On the sweet summer wind its purple wings
In gulfs enchanted, where the siren sings,
And coral reefs lie bare,
Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;
Wrecked is the ship of pearl!
And every chambered cell,
Where its dim dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed,—
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
That spread his lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway through,
Built up its idle door,
Stretched in his last-found home, and knew the old no more.

Thanks for the heavenly message brought by thee,
Child of the wandering sea,
Cast from her lap forlorn!
From thy dead lips a clearer note is born
Than ever Triton blew from wreathed horn!
While on mine ear it rings,
Through the deep caves of thought I hear a voice that
sings:—

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

TREES

JOYCE KILMER

I think that I shall never see
A poem lovely as a tree;

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks to God all day
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

OLD GLORY

JAMES WHITCOMB RILEY

Old Glory! say, who,
 By the ships and the crew,
 And the long, blended ranks of the gray and the blue—
 Who gave you, Old Glory, the name that you bear
 With such pride everywhere,
 As you cast yourself free to the rapturous air
 And leap out full length, as we're wanting you to?—
 Who gave you that name, with the ring of the same,
 And the honor and fame so becoming to you?
 Your stripes stroked in ripples of white and of red,
 With your stars at their glittering best overhead—
 By day or by night
 Their delightfulest light
 Laughing down from their little square heaven of blue.
 Who gave you the name of Old Glory—say, who—
 Who gave you the name of Old Glory?

The old banner lifted and faltering then
 In vague lisps and whispers fell silent again.
 Old Glory: the story we're wanting to hear
 Is what the plain facts of your christening were,—
 For your name—just to hear it,
 Repeat it, and cheer it, 's a tang to the spirit
 As salt as a tear;—
 And seeing you fly, and the boys marching by,
 There's a shout in the throat and a blur in the eye,
 And an aching to live for you always—or die,
 If, dying, we still keep you waving on high
 And so, by our love
 For you, floating above,
 And the scars of all wars and the sorrows thereof,
 Who gave you the name of Old Glory, and why
 Are we thrilled at the name of Old Glory?

Then the old banner leaped like a sail in the blast,
 And fluttered an audible answer at last
 And it spake with a shake of the voice, and it said:
 By the driven snow-white and the living blood-red
 Of my bars and their heaven of stars overhead—
 By the symbol conjoined of them all, skyward cast,
 As I float from the steeple or flap at the mast,
 Or droop o'er the sod where the long grasses nod,—
 My name is as old as the glory of God
 So I came by the name of Old Glory.

TO A WATERFOWL

WILLIAM CULLEN BRYANT

Whither 'midst falling dew,
 While glow the heavens with the last steps of day,
 Far, through their rosy depths, dost thou pursue
 Thy solitary way?

Vainly the fowler's eye
 Might mark thy distant flight to do thee wrong,
 As, darkly painted on the crimson sky,
 Thy figure floats along.

Seek'st thou the plashy brink
 Of weedy lake, or marge of river wide,
 Or where the rocking billows rise and sink
 On the chafed ocean-side?

There is a Power whose care
 Teaches thy way along that pathless coast,—
 The desert and the illimitable air,—
 Lone wandering, but not lost.

All day thy wings have fanned,
 At that far height, the cold, thin atmosphere,
 Yet stoop not, weary, to the welcome land,
 Though the dark night is near.

And soon that toil shall end;
 Soon shalt thou find a summer home, and rest,
 And scream among thy fellows; reeds shall bend
 Soon, o'er thy sheltered nest.

Thou'rt gone, the abyss of heaven
 Hath swallowed up thy form; yet, on my heart
 Deeply hath sunk the lesson thou hast given,
 And shall not soon depart.

He who, from zone to zone,
 Guides through the boundless sky thy certain flight,
 In the long way that I must tread alone,
 Will lead my steps aright.

COLUMBUS

JOAQUIN MILLER

Behind him lay the gray Azores,
 Behind him the gates of Hercules;
 Before him not the ghost of shores,
 Before him only shoreless seas.
 The good mate said: "Now must we pray,
 For lo! the very stars are gone.
 Brave Admiral, speak; what shall I say?"
 "Why, say: 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
 My men grow ghastly wan and weak,"
 The stout mate thought of home; a spray
 Of salt wave washed his swarthy cheek.
 "What shall I say, brave Admiral, say,
 If we sight naught but seas at dawn?"
 "Why, you shall say, at break of day,
 'Sail on! sail on! sail on! and on!'"

They sailed and sailed as winds might blow,
 Until at last the blanched mate said:
 "Why, now not even God would know
 Should I and all my men fall dead.
 These very winds forget their way,
 For God from these dread seas is gone.
 Now speak, brave Admiral, speak and say—"
 He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
 "This mad sea shows his teeth tonight.
 He curls his lip, he lies in wait,
 With lifted teeth, as if to bite!
 Brave Admiral say but one good word:
 What shall we do when hope is gone?"
 The words leapt as a leaping sword:
 "Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
 And peered through darkness. Ah, that night
 Of all dark nights! And then a speck—
 A light! a light! a light! a light!
 It grew, a starlit flag unfurled!
 It grew to be Time's burst of dawn.
 He gained a world; he gave that world
 Its greatest lesson: "On sail on!"

MY NATIVE LAND

From "The Lay of the Last Minstrel"

SIR WALTER SCOTT

Breathes there the man with soul so dead,
 Who never to himself hath said,
 "This is my own—my native land!"
 Whose heart hath ne'er within him burned,
 As home his footsteps he hath turned,
 From wandering on a foreign strand?
 If such there breathe, go, mark him well!
 For him no minstrel raptures swell.
 High though his titles, proud his name,
 Boundless his wealth as wish can claim,—
 Despite those titles, power, and pelf,
 The wretch, concentrated all in self,
 Living shall forfeit fair renown,
 And, doubly dying, shall go down
 To the vile dust from whence he sprung,
 Unwept, unhonored, and unsung.

THOU, TOO, SAIL ON, O SHIP OF STATE

From "Building of the Ship"

HENRY WADSWORTH LONGFELLOW

Thou, too, sail on, O ship of State!
 Sail on, O UNION, strong and great!
 Humanity with all its fears,
 With all the hopes of future years,
 Is hanging breathless on thy fate!
 We know what Master laid thy keel,
 What Workman wrought thy ribs of steel,
 Who made each mast, and sail, and rope,
 What anvils rang, what hammers beat,
 In what a forge and what a heat,
 Were shaped the anchors of thy hope!
 Fear not each sudden sound and shock,
 'Tis of the wave and not the rock;
 'Tis but the flapping of the sail,

(Continued on page 11.)

THE AMERICAN REVOLUTION: A LESSON PLAN

By WILLIAM T. LAPRADE, *Department of History, Trinity College, Durham, N. C.*

NOTE.—This is the sixth in a series of articles on "Planning a Course in History and Civics, which began in the September number.

According to the promise made last month, we shall have to attempt in this issue the task of framing a lesson plan dealing with some aspect of the American Revolution. We would seem, also, to be under some obligation to follow the method of planning the lesson suggested here several months ago. You will recall that the first question a teacher has to face in that suggested method is to decide what shall be the chief aim of the lesson.

One of the dangers in teaching the history of any war in which our own country was a participant is that we shall leave the impression with the pupils that right was largely on our side and tend to neglect the point of view of our enemies. A moment of consideration convinces any of us that most human disputes have two sides. It would seem to be a useful exercise, therefore, to have one lesson on the American Revolution largely for the purpose of enabling the pupils to see that not all of the right in the matter was on one side. Indeed, it is probably not wise to raise the question of right and wrong at all; in few disputes where large communities of people are concerned is it possible to make any clear estimate of motives in these simple terms. We usually have to be content simply to understand how the matter looked to the people who took part, leaving the question of rightness or wrongness for individual opinion and expert discussion.

While it is essential that the teacher have the purpose of the lesson in mind in planning it, as was suggested before, it would probably not be wise as a usual thing to betray it in advance to the pupils in so many words. Such knowledge given in advance is likely to inhibit the accomplishment of the purpose in the normal youthful mind. The purpose is more likely to be attained in the end if the pupils can be induced to feel that they have arrived at it as a conclusion of their own. Our next consideration, therefore, is to decide what questions will be likely, if raised and answered, to stimulate the desired conclusion.

Perhaps most pupils, once the point is raised, will admit immediately that the Revolution looked to the British government of the time like something different from what it seemed to the rebelling colonists. Granted that we can stimulate this preliminary curiosity, how shall we proceed further? Perhaps it would be better to begin with the British side of the question; any previous information the pupils have acquired is too likely to be all on the side of the patriots.

What, then, did the American Revolution look like to the British government against which it was fought? We can answer that question only after we have asked and answered several related to it. The first and one of the most important of these is: Why did the British settle America in the first place? It was an expensive undertaking, requiring not only a large expenditure of wealth and men at the outset and continuously thereafter in the mere process of colonization, if the colonies were to grow and prosper, but further large expenditures for wars in their defense as well. What did the British government hope to get in return for all of this expenditure? Manifestly so much trouble and wealth were not expended for mere vainglory in the possible accomplishment.

To answer questions of this type we shall have to study the Navigation Acts, as they looked to those in England who were instrumental in procuring their enactment, along with the later laws passed for the regulation of the trade and industry of the colonies. In raising these questions we shall be careful to keep the pupils consciously at the task of thinking of those regulations from the point of view of the mother country, as merely methods, not at all unusual in their time, of making the colonial enterprise a profitable one for those who had undertaken it at the cost of large expenditures. It is well to recall in this connection that the first colonies were established by trading companies, that is, organized bands of merchants who thought of the undertaking as a business out of which profit would accrue. When the British national government took over the management of these enterprises it kept for the nation at large the ideals and purposes which the founders had had for their companies.

Most of the points at issue in the disputes attending the American Revolution arose from perfectly natural efforts of the British government to make the colonies a profitable investment by the use of methods that had been a logical part of the plan for establishing colonies from the beginning. For this reason most British officials were unable to understand why the colonists should make so much ado over these matters.

As a matter of fact, to come to the other side of the question, why did the colonists resent these regulations which seemed to British officials to be so right and proper? In other words, what did the Revolution look like to them? In order to understand their point of view we shall have to see that the motives of the trading companies that sent over the first colonists and the motives of the colonists who came were not necessarily the same.

Most of the people who came over and settled in the new world came because it was not easy to make a comfortable living in their old homes. That is, most of those who came had found it difficult to accumulate sufficient wealth or to achieve a position socially that satisfied them. In their old country land was not easy to obtain and labor did not yield a large return. They came to America in search of better conditions. This was as true of most of those who came to New England as of those who came to the more southerly colonies, though a larger proportion of the settlers in the latter colonies were of the element deported from the mother country for one reason or another. Many in all sections had been under the necessity of undergoing a period of service as indentured bondmen in order to procure their passage money.

Once they had arrived in America, settlers of all classes were under the necessity of bringing the untilled land into cultivation in order to make it serve their necessities and in order to create a comfortable environment in which to live. This process of planting settlements in the new land, after it had gone on for several generations, as had been the case by the middle of the eighteenth century, naturally tended to stimulate in the colonists the feeling that the new country was theirs and its settled life their own achievement. Most of them had never even visited the mother country and had no direct relations with it or interests in it, so it was

not easy for them to sympathize with the notion that this country, so largely the creation of themselves and their fathers, existed chiefly for the profit of the country from which the settlers had originally come.

Consequently, laws that seemed entirely logical and fair enough to the government in the mother country, in view of the expenditures made in the colonial ventures, seemed to the colonists themselves unjust and indefensible. Argument about the matter merely added to the misunderstanding, because each side argued from different premises. Without any machinery to facilitate mutual understanding or compromise, an open breach was natural as the outcome.

Next month we shall consider, in further preparation for this lesson, how the subject should be introduced and what work should be assigned to the class in advance.

TEACHING POETRY IN THE GRADES—V.

(Continued from page 9.)

And not a rent made by the gale.
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee—are all with thee.

DAFFODILS

WILLIAM WORDSWORTH

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretch'd in never ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Outdid the sparkling waves in glee—
A poet could not but be gay
In such a jocund company!
I gazed and gazed, but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie,
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

ABOU BEN ADHEM

LEIGH HUNT

About Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw within the moonlight in his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold:
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And, with a look made of all sweet accord,
Answered, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
But cheerily still, and said, "I pray thee, then,
Write me as one that loves his fellow-men."

The angel wrote and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blessed—
And, lo! Ben Adhem's name led all the rest!

HARK! HARK! THE LARK

WILLIAM SHAKESPEARE

Hark! hark! the lark at heaven's gate sings,
And Phœbus 'gins arise
His steeds to water at those springs
On chaliced flowers that lies;
And winking Mary-buds begin to ope their golden eyes;
With everything that pretty is, my lady sweet, arise;
Arise, arise.

SONG OF THE CHATTAHOOCHEE

SIDNEY LANIER

Out of the hills of Habersham,
Down the valleys of Hall,
I hurry amain to reach the plain,
Run the rapid and leap the fall,
Split at the rock and together again,
Accept my bed, or narrow or wide,
And flee from folly on every side
With a lover's pain to attain the plain
Far from the hills of Habersham,
Far from the valleys of Hall.

All down the hills of Habersham,
All through the valleys of Hall,
The rushes cried *Abide, abide*,
The wilful waterweeds held me thrall.
The laving laurel turned my tide,
The ferns and the fondling grass said *stay*.
The dewberry dipped for to work delay,
And the little reeds sighed *Abide, abide*.
Here in the hills of Habersham,
Here in the valleys of Hall.

High o'er the hills of Habersham,
Veiling the valleys of Hall,
The hickory told me manifold
Fair tales of shade, the poplar tall
Wrought me her shadowy self to hold.
The chestnut, the oak, the walnut, the pine,
Overleaning, with flickering meaning and sign,
Said, *Pass not, so cold, these manifold*
Deep shades of the hills of Habersham,
These glades in the valleys of Hall.

And oft in the hills of Habersham,
And oft in the valleys of Hall,
The white quartz shone, and the smooth brookstone
Did bar me of passage with friendly brawls,
And many a luminous jewel lone
—Crystals clear or a-cloud with mist,
Ruhy, garnet, and amethyst—
Made lures with the lights of streaming stone
In the clefts of the hills of Habersham,
In the beds of the valleys of Hall.

But oh, not the hills of Habersham,
And oh, not the valleys of Hall
Avail: I am fain for to water the plain.
Downward the voices of Duty call—
Downward, to toil and he mixed with the main,
The dry fields burn, and the mills are to turn,
And a myriad flowers mortally yearn,
And the lordly main from beyond the plain
Calls o'er the hills of Habersham,
Calls through the valleys of Hall.

BLACKBOARD MOTTOES

We love children whose faces, hauds and feet, as well
as their lips, speak beautiful thoughts.

A good name is rather to be chosen than great riches,
and loving favor than silver or gold.

Politeness is to do and say the kindest thing in the
kindest way.—*Moderator-Topics*.

Education—the eternal debt which Maturity owes to
Youth.—*President Fisher, of the English Board of*
Education.

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PITH AND PARAGRAPH

The outlines on Bonser's "Elementary School Curriculum," which appear in this issue, complete the present study of this book. Previous lessons were outlined in October and December. Copies of these numbers may be had for fifteen cents each.

"The Princeton man," said President Hibben at the opening of this university last fall, "must be clean, must have a character and a mission. He must be a man not only to be trusted but to be followed." A fine ideal not only for Princeton, but for all schools, great and small.

A unique project in civics was worked out by the seventh grade of the Weldon Schools. Another was used by the Franklinton High School in establishing a school paper. Both projects are described in this issue. Next month, we hope to publish an account of the making of a moving-picture show in the Roanoke Rapids schools.

What features in NORTH CAROLINA EDUCATION do you find most helpful? What features not now carried would you like to see added? In what ways may NORTH CAROLINA EDUCATION be made more serviceable to *you*. Frank, honest, straight-out answers will be appreciated. Constructive criticism always welcome.

Supt. Frank L. Wells, of Buncombe, has organized his fourteen principals in a project of professional work in their own behalf. Each principal was requested to submit a difficulty or problem in which he was interested. Result, five problems and five committees. More about this drive will be found in the department of State School News.

Read the report of the State Text-book Commission to the State Board of Education. Extensive changes are recommended. Are you in favor of all of them? Do the preferences indicated by the Text-book Commission accord with your preferences? What departures, for good reasons, would you make from the commission's recommendations? Which books would *you* adopt? If you have somewhat to say, speak out, for the State Board of Education is expected to begin

consideration of the report about February 6th and announce the adoptions by March 1st. If you hold your peace now, it will be of little use to break silence after the adoptions are made.

While the mercury is wintering in the zone from 17 to 22 degrees, as it has been doing for a day or two at this writing, you will be helped in diverting your mind from the weather by reading the summer school announcements—and the brightly bound seed catalogues. Of the latter, those who care for them will find no great difficulty in securing copies from the seedsmen. As to the summer school announcements, the season for them is well open in NORTH CAROLINA EDUCATION. Last month the first one appeared from the University of Virginia, and in this February number are added the announcements of the University of Tennessee, the University of North Carolina, the Asheville Normal School, Wake Forest College, the North Carolina College for Women, and Lenoir College.

DAIL EIREANN

From Mocksville comes the following inquiry:

"Please tell us the meaning and origin of the words composing the name of the Irish parliament, Dail Eireann? They are not found in any of the dictionaries to which I have access."

C. H. W.

Since the same information may be desired by other readers, answer to our correspondent is made in this way. The words Dail Eireann belong to the Gaelic language, the first meaning a council or assembly, and the second being an adjectival form meaning Irish. The adjective is composed of Eire (Ireland), an older form of which the well-known Erin is a dative case, and the adjective ending -ann, an ending not entirely strange to us in such descriptives as America-n, Canadian, Kentucky-an, Delaware-an. The Irish parliament is therefore quite a convenient rendering of the Gaelic description which is pronounced about as if spelled "dale ee-ry-an."

As matters of historical interest, one or two additional observations may not be out of place. The Gaelic name Dail Eireann was given to the council or congress of the Irish Republic when it was proclaimed by the Sinn Feiners in 1919. Passion ran hot and feeling high. It is no cause for wonder, then, that a party so long and so bitterly opposed to British control of Irish affairs should name its supreme representative body in a language of ancient and honored tradition, a language which, though spoken widely by the people of the newly proclaimed Republic, had in time past been outlawed and banished from the Irish schools by the British government.

It should be noted also that the Irish Republic is not recognized by that name in the treaty recently ratified by the British parliament and the Dail Eireann, the Irish Free State being the designation adopted in the treaty. It may be that in like manner the name Dail Eireann will now give way to some other designation for the governing body of the new Irish state.

OUTLINE FOR STUDY OF BONSER'S "ELEMENTARY SCHOOL CURRICULUM"

By MRS. T. E. JOHNSTON, *State Department of Education*

NOTE BY THE EDITOR.—These lessons, IV and V, complete the outlines for the present study of this book. Lesson I, covering the first five chapters was outlined in the October number, and Lessons II and III, covering chapters six to nine inclusive, were outlined in the December number.

LESSON IV.—CHAPTER XIII, PAGES 301-336

ENGLISH

Purposes Served by English.

What does the author include under the term—English?

Explain the difference between the use of language as a means or a tool and the use of language as an end in itself.

How may the mechanical elements be mastered? Explain how this doctrine is "in harmony with the operation of the law of readiness and the law of satisfaction."

Projects in Which the Use of English is Required.

Show how projects in the practical arts and in geography and history will require oral and written composition. Show how such projects will require independence in the use of books and a breadth of information from books and life.

How may children be led to develop an appreciation for literature and poetry? When could you best teach an appreciation for "Paul Revere's Ride"? How may the "Vision of Sir Launfal" be made meaningful?

Suggest means you would use in school in developing desirable attitudes to reading for recreation and pleasure.

How may the supplementary library function in furthering projects which require reading for information?

To what extent have you in your work been able to develop in your pupils desirable habits and attitudes to reading?

The Mechanics or Technique of English.

READING: Should reading be forced on the beginner?

What suggestions are made for the mastery of the mechanics of reading?

Explain what is meant: "Phonics and other helps in word-getting have no legitimate place until their need is realized and their aid appreciated."

Discuss the comparative needs for oral and silent reading.

After a reasonable mastery of the mechanics of reading is accomplished, what should the motive for reading be?

If reading has been well taught, about what grade should projects in reading for the purpose of learning to read not be needed?

SPELLING: How does spelling function in reading and composition?

Explain how time may be wasted in the teaching of spelling.

COMPOSITION: What suggestions does the author give for the mastery of the technical matters of composition?

Explain this: "It is not knowledge but habits that count in speech."

Sequence in English.

Why is it difficult to grade the specified formal elements and arrange in a definite sequence?

Discuss the extent to which the project curriculum would determine the sequence.

To what extent do children in a given grade vary in language ability?

What has been one of the fatal errors in the reading of literature in the schools?

Work in English by Grades.

(A very condensed outline is given, sufficient to show vocabulary and greater expression.)

GRADE I. Teacher has opportunity to improve expression of pupils through: discussion of their projects and free activities; story telling period; dramatizations; and free activities; story telling period; dramatizations; poems and songs taught.

Through the above means thought content is developed.

Means through which "genuine readiness for reading is developed."

Work introduced in phonics and word mastery as needed.

Spelling taught as needed.

Technical matters as needs arise.

GRADE II. Means used to acquire development in oral expression.

Creative effort in poetic expression encouraged.

How reading is given motive. Development of ability to read silently.

Mastery of new technical elements through needs in written work.

Spelling in response to needs. Phonics—as needs dictate.

Dramatizations—to develop freedom and organization of expression. Work for correct expression.

Reading.—Can begin to read for pleasure. Common danger—paucity of literary material. Needs of children should be met, but not surfeited.

GRADE III. Broadening activities call for enlarged vocabulary and greater variety of expression.

Studies in geography, nature study and history require broader reading.

Broader acquaintance with literature.

(Teachers should study and discuss books suitable for reading in the third grade.)

Dramatized selections from literature and stories from history.

Technical problems for enlarged needs. Form elements in letter writing.

Choice of words and variety in expressing a thought.

Greater amount of written work calls for enlargement of spelling vocabulary.

Stories and poems to meet variety of interests. Should be clear in meaning.

GRADE IV. Demands for reading for information lead to use of newspapers, magazines and books.

Training in silent reading—how to use reference books—index, use of dictionary and word study.

Technical elements and spelling as required by increased written work.

Types of compositions determined by other school activities.

Recreational reading—needs in practical arts, for geography and history. Library habit further developed and taste cultivated for high standards of literary quality.

GRADE V. Demands for reading—broader in scope.

Composition needs. Study of sentence and sentence structure. Work for clearness of expression.

Study of use of simple grammatical forms. Correct usage. Continued use of dictionary.

Reading required for school subjects. Reading for this grade should give background for history work of year.

Reading for recreation—for appreciation.

GRADE VI. Compositions required by various projects in school subjects and social life of school—letters, records, reports, arguments and experiences.

Technical facts as needed as experience broadens. Work for correct usage as a fixed habit. Should know reasons.

Vocabulary enlarging—spelling needs and need for word study increase.

Through much reading of prose and poems of high literary standard, appreciation of high order developed.

With the study of industrial and commercial geography, type of reading will change. History reading centers around large and important events and changes of the past as they interpret life of present. Books of American life relating to economic, political and social development of America. (Note the reading matter suggested by author.)

Principles for Selection and Organization of English.

Summarize the principles for selection and organization: of spelling and word studies; of penmanship; of composition; of reading; of literature.

In your opinion is Bonser right in his doctrine of teaching in response to the needs of the child? Give your reasons. What is the teacher's obligation in bringing the child to a realization of his needs?

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LESSON V.—CHAPTER XVII, PAGES 396-422

CITIZENSHIP AND THE CURRICULUM

(NOTE.—The chapter here outlined is suggested for Lesson V or any other chapters which might seem of most importance. The remainder of the book should be covered by independent study.)

The Meaning of Citizenship in America.

What does it mean to be a citizen in a democracy?

Compare with citizenship in an autocracy.

What responsibility devolves upon the American citizen for the enactment and enforcement of laws? What should his attitude be at all times to obedience to the law?

How Growth in Citizenship is Secured.

Explain the close relationship that training in citizenship bears to character building and why citizenship cannot be taught as a separate subject.

In the monthly reports of the work of the school children, one of the county systems in the state grades on the habits of citizenship given below. Discuss the value of this.

- | | |
|--------------------------------------|-----------------------------|
| 1. Is cleanly; cares for his health. | 7. Is trustworthy. |
| 2. Is prompt. | 8. Is self-reliant. |
| 3. Is self-controlled. | 9. Is co-operative. |
| 4. Stands for fair play. | 10. Is orderly. |
| 5. Is obedient. | 11. Is honest and truthful. |
| 6. Is courteous. | 12. Is thrifty. |

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Show how all the subjects in the curriculum furnish material for teaching citizenship. Explain the dependence of one person upon another.

Discuss the contribution that the study of history should make in the development of citizenship.

What relation does the Golden Rule bear to the qualities that make for good citizenship?

What means are you using in your schoolroom work to make practical application of the principles and ideals of a democratic citizenship?

If your school is to teach these principles, should it not be governed as a miniature republic?

Discuss this statement: "We have been dominated so long by the idea that the teacher is the chief factor in the school, the absolute monarch whose word is law, that we have found little place for the child's freedom."

To what extent should children be made to feel a responsibility for the law of the school?

A Summary of the Qualities of Citizenship.

Summarize and discuss the qualities of a good citizen under the headings given by Bonser.

Give in brief the five principles for guidance in teaching citizenship.

The Teachers' College Record for January, 1919, contains an article entitled "A Scale for Measuring Habits of Good Citizenship," which teachers should study in connection with this chapter.

The price of the magazine is 40 cents, and it may be obtained from The Bureau of Publications, Columbia University, New York.

The chart given below was taken from this article and is a valuable contribution to teachers in judging the qualities that constitute good citizens. The chart

here given is only an outline of the one in the *Record*. Each one of these headings is explained in the article.

Habits and Attitudes Desirable for Good Citizenship in the Elementary School.

THE GOOD CITIZEN

- | | |
|--|--|
| a. Take care of his health. | m. Stands for fair play. |
| b. Keeps a good posture. | n. Is courageous. |
| c. Is orderly. | o. Is honest and truthful. |
| d. Exercises thrift. | p. Is trustworthy. |
| e. Is prompt. | q. Has a sense of civic responsibility. |
| f. Thinks clearly and purposefully. | r. Is obedient. |
| g. Has a sense of humor. | s. Is generous. |
| h. Is refined. | t. Is courteous and considerate. |
| i. Is characterized by helpful initiative. | u. Is co-operative. |
| j. Is self-reliant. | v. Is broadminded. |
| k. Exercises self-control. | w. Is loyal. |
| l. Lives up to the traditions of good sportsmanship. | x. Has a fine sense of appreciation and seeks to express it. |

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Bizzell and Duncan. "Present Day Tendencies in Education." Rand (Chapters I and XI).

Mabel Hill. "The Teaching of Civics." Houghton Mifflin Co.

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STATE SCHOOL NEWS

SCHOOL NEWS BRIEFS

The Raleigh Township School Committee has requested the county commissioners to order a school bond election for March 14. The amount to be voted on for the improvement of the schools of the city and township is \$1,000,000.

Several original plays, written by North Carolinians, are being issued by the University Extension Division. These plays are to be published in the form of a bulletin and only those which deal with North Carolina folklore and traditions are included.

For the contract of enlarging the plant of the Colored State Normal School at Elizabeth City, there were twenty-eight bids opened (December 20). The successful bid on the administration building was \$129,849. The lowest bid on the heating plant was \$9,489, and for the water and sewer plants \$27,548.

Kinston's habit of voting bond issues was broken December 6, when it allowed the smallest proposition voted on in several years to go to defeat. Until better success can be had at some future election, Kinston will continue to employ the double shift system, teaching a part of the classes in the forenoon and the other part in the afternoon.

In Wilmington, automobiles are no longer allowed to park in front of school buildings. This order was lately made by the Mayor after a dreadful accident to a pupil of the Hemenway School. An eight-year-old boy had his leg horribly mangled by a heavy truck that struck him just after he had darted from the school between two parked cars in an effort to get to his home just across the street.

Tarboro to Vote on School Bonds.....

The General Assembly of 1921 authorized the Tarboro School Board, acting through the county commissioners to call a special election for the issuance of not more than \$150,000 worth of school bonds for school purposes in the Tarboro School District, which comprises the whole of Township, No. 1. The school board proposes to call the election for the latter part of January, the date tentatively set being January 25.

Dr. Boyd Collecting Valuable Material on Southern History

Dr. W. K. Boyd, head of the department of history at Trinity College, who was this year granted a leave of absence to pursue his research in history on a special foundation at the University of Pennsylvania, has been invited to take entire charge of the work in American history to be given at the large northern university during the summer. When he returns to Trinity next September he will have collected invaluable material on Southern history. In his work he has uncovered hitherto unknown material dealing with the South and especially

the history of North Carolina. His search for Southern social history took him into the libraries of all the big Northern universities last fall.

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A la Maison Francaise—Cardon and Weeks.

Spanish: Lecturas Faciles, Correspondencia Comercial—Wilkins and Luria.

Un Drama Nuevo—Tamayo y Baus.

Cuentos y Lecturas en Castellano (a beginner's book)—Solano.

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BUNCOMBE PRINCIPALS IN A PROJECT

Supt. F. L. Wells Organizes County Principals in a Project for Working Out Their Own Problems

To the Editor:

The professional work of the principals is used advisedly, for it was decided at the outset that it should be professional work of the principals not for the principals. The idea is that the principals should work upon problems growing out of their school situation and for which they felt a positive need of a better understanding or solution instead of reading a book, or taking a certain course prescribed for them.

Accordingly, the principals of the county, fourteen in number, were summoned to a meeting. Each principal was requested to submit a problem in which he was interested. The emphasis being placed on the fact that the problem must be his problem and that he must actually need the information which would accrue from the investigation. There were nine problems submitted in all, but as the professional work was to include only five meetings it was decided to eliminate four. Those chosen follow:

Athletics,
Citizenship,
Health Training,

Keeping the fourteen plus students in school,

Community Coöperation.

The principals were divided into committees, a committee for each problem, as far as possible the principal working on the problem of his first choice. The report of the committee with discussion was to constitute the main feature of the meetings.

The work was largely in the hands of the principals. At the first meeting they elected their leader, Edward Warrick, of Candler High School, and an executive committee, consisting of P. W. Alexander, Biltmore High School; C. Fred Jervis, Leicester High School, and the leader Edward Warrick, that had charge of the assignment of subjects. It is yet too early to determine with accuracy the success of the method. However, this much is certain: that the principals themselves are well pleased with the work. It is hoped that through these meetings, with the principals working together on common problems, that there will result a clearer understanding of the duties and responsibilities of the principals, and a more uniform and efficient administration of the county schools. F. L. WELLS,

County Superintendent.

Asheville, N. C., Jan. 17, 1922.

Prices Requested on Textbooks

Sealed bids for furnishing textbooks for the public schools of North Carolina will be opened by the State Board of Education on February 6, and opportunity will be given to the representatives of bidding publishers to present their claims in person.

Twenty-seven publishers are represented in the list of books recommended by the commission, and bids have been asked from each of the publishers. Adoptions will not be based entirely upon the prices submitted, says Supt. E. C. Brooks, but cost will be an important consideration in the selection of the books to be adopted.

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Teachers' Assembly to Meet in Raleigh

Raleigh will be the place of meeting for the North Carolina Teachers' Assembly this year, but the time of meeting will be left to a referendum of the teachers themselves. This is the tentative decision reached by a recent meeting of the executive meeting in Raleigh.

A questionnaire will be mailed to all the local organizations in the counties, and the teachers asked to express their preference as to the time of meeting. The report will be made to a meeting to be held March 18.

Mr. A. T. Allen was continued in the position of secretary to the assembly. The position of whole-time sec-

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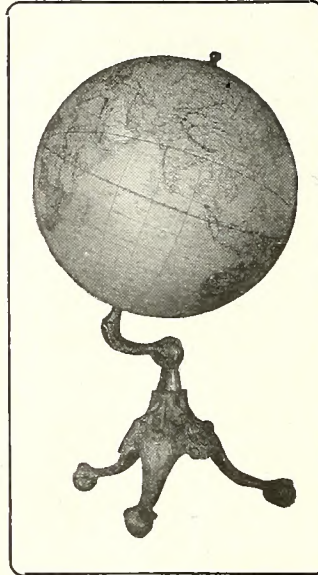
The school has purchased through the State Educational Department a moving picture machine. We have had some trouble in getting reels from Raleigh. The service has been very slow. The next programme will be the "Hoosier School Master." This will be followed by "Rip Van Winkle." It is the intention to give no play that is not instructive.—*The Dew Drop*.

Fire caused by a defective flue completely destroyed the brick school building at Philadelphus, four miles south of Red Springs January 25. The fire started between the second-floor ceiling and the roof, and in two hours the building was a total loss, with only the front walls standing. All records were destroyed, together with equipment. The building was valued at \$30,000 and was partly covered by insurance.

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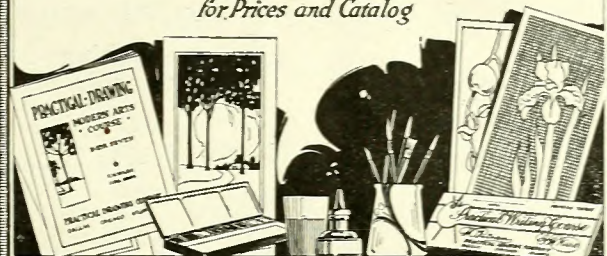
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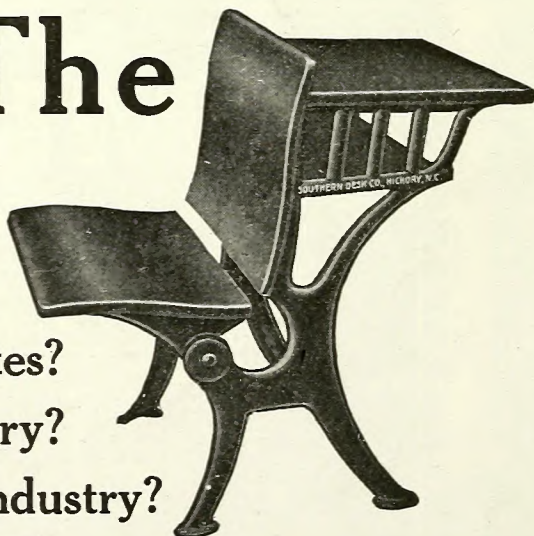
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Vol. XVI. No. 7

RALEIGH, N. C., MARCH, 1922

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The Cost System Must Be Applied to Public Education

From an Address by DR. E. C. BROOKS, *State Superintendent of Public Instruction*, to the City Superintendents Assembled in Raleigh, February 2, 1922.

I wish to discuss very seriously the necessity of a careful study of the relationship of school organization to the cost of operating a school system. The public does not know how to organize a school system. It must take the recommendations of the superintendents; but the public is entitled to know that a skillful superintendent can so grade the pupils, group the classes, and organize the teachers as to operate the entire school system at a considerably less cost per capita per pupil than other superintendents can who are less skillful, and this can be done without reducing the effectiveness of class-room instruction.

A poor school superintendent is exceedingly costly even if he is paid a very low salary for his services. He may cost the people many thousands of dollars and they may never know that the money could have been saved, and saved, too, without a loss of class-room efficiency.

We have been making progress rapidly within the past few years. But the time has come now to take an inventory, to become introspective, and to plan for as wise an expenditure of public funds as it is possible to work out. This is why I am calling your attention to the whole question of school organization and its relation to school revenues.

The public has had a tendency to criticize the salaries paid to superintendents. The trouble is not due to the high salary paid, but to the lack of wisdom on the part of some boards of trustees in selecting the right man to whom to pay the higher salaries. Therefore, it is necessary for us to prepare a statement showing the per capita cost of instruction and supervision in the cities and in the counties that the public may know what it costs to educate the children of a given community. This is one guide in measuring the business and professional efficiency of a superintendent.

What is a well graded and well organized school? It is worth thousands of dollars to a city that has a superintendent who knows. Since the close of the last school year I have studied this question of school organization not only in this State, but in other cities and other states. We have made more progress in this respect than is made in many other states and other cities of like character. Our method of handling finances is now attracting attention, and my earnest desire is, that we shall all attack this problem more vigorously and demonstrate to the State and the nation that we do know how to convert public funds, without waste and without lost motion, into intelligence and character and energy.

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Announcements by the
Southern School Supply Co.
RALEIGH, N. C.

1921 Volume of Business Compared With 1920

Our balance sheet for 1921 indicates the volume and quality of business the most satisfactory in our experience. As compared with 1920: School desk sales have been **MORE THAN DOUBLE** and about **FIVE TIMES** as many chairs, with a large increase (at least double) in general school supplies.

Territory Covered

Our business has come from **EIGHT STATES**. Out of the one hundred counties in North Carolina, we have been favored with business from **NINETY-FOUR**. Out of the forty-six counties in South Carolina, business from **THIRTY-NINE**.

Manufacturing Expansion

We are developing our plans for a large increase in our own manufactures, and we feel sure that we shall be able to take care of 1922 business better than for the past three years, both as manufacturers and distributors.

Accommodation in Accounts $\frac{1}{4}$ Million Dollars

Our balance sheet shows we are carrying on our books January 1, more than a **QUARTER MILLION DOLLARS** in accounts and notes receivable and trade acceptances due us by customers; the bulk of these accounts being in North Carolina. We mention this to show the extent to which we have been able to accommodate our customers.

Reduced Prices

Normal conditions are returning and we shall be able to announce considerable reductions in our new price list now being prepared. We were the first to make and to announce reductions last year, and we expect to attract deep consideration this year when our new catalogue comes from the press.

Customers Continuously for Twenty-five Years

Some of our largest customers have had annual accounts for more than **TWENTY-FIVE YEARS** with this Company and its predecessor in business, being under the same management since 1896. During this time we have grown from a purely local business doing only a few thousand dollars a year to a volume running into hundreds of thousands annually, and we are now recognized as the largest distributors of School Equipment in the South, and perhaps the second largest in the United States.

Mistakes and Corrections

During this time we have made mistakes, which seem to be humanly impossible to prevent. It has been our desire and policy to adjust or correct any such errors that may have crept into a large business organization, either through salesmen, the office or shipping departments, whenever such mistakes have been reported. We have the same trouble (mistakes in shipping or billing) with some of the largest manufacturers with whom we do business.

Appreciation and Policy

We keenly appreciate this continued expression of satisfaction and confidence, which is best indicated by continued patronage. It is the policy of this Company to serve the schools in accordance with the motto of the **ROTARY CLUB OF RALEIGH**, of which the President of this Company has been a member for several years: **"HE PROFITS MOST WHO SERVES BEST."**

*We Invite Correspondence Regarding Your
School Equipment Requirements*

Southern School Supply Co.
RALEIGH, N. C.

North Carolina Education

Vol. XVI. No. 7

RALEIGH, N. C., MARCH, 1922

Price: \$1.50 a Year

HOW TO RAISE YOUR CERTIFICATE TO A HIGHER GRADE BY SUMMER SCHOOL WORK

By A. T. ALLEN, *State Director of Teacher Training*

I—APPROVED SUMMER SCHOOL AND STANDARD CERTIFICATES

Under the new scheme of certification, teachers may change the classification of their certificates only by college, normal school, or summer school work. In this article only the summer school plan for raising certificates is considered.

Credit for four summer schools in work appropriate to the certificate held will raise any certificate one class. For example, if a teacher holds an Elementary Certificate in Class B and attends four approved summer schools and secures credit for as many as three courses at each summer school, her certificate will be changed from an Elementary B to an Elementary A. In the same way, any certificate may be changed to the next higher class of certificate by this amount of summer school work distributed over four summer schools. Furthermore, the applicant may attend two summer schools in one summer and secure half the credit required for raising the certificate to a higher class. In this way the classification can be changed in two years.

When a teacher has secured the Primary, Grammar Grade, or High School Teacher's Certificate in Class A, it can be raised to a principal's or supervisor's certificate, as set forth in the certification scheme, page 16.

The following certificates can be changed by summer school work:

Provisional Elementary
Elementary B
Elementary A
Primary C
Primary B
Grammar Grade C
Grammar Grade B
High School Teacher's C
High School Teacher's B

Taking up these certificates in order, the work required to change the classification is as follows:

1. *Provisional Elementary Certificates.* This certificate must be changed into a clear Elementary Certificate before the holder can begin to raise the certificate. One summer school changes the Provisional Elementary into an Elementary B. All of the work necessary to change a Provisional Elementary into an Elementary B should be professional work.

2. *Elementary Certificate, Class B.* Credit for approved summer schools will change the classification of this certificate to an Elementary Certificate, Class A. The teacher in selecting her courses should bear in mind the kind of work that she is to do in the school system. If she works in a one-teacher school, or in the lower grades of a school with two or more teachers, these summer school courses should include a considerable amount of work in the primary field. The four summer schools should be taken at the same institution, and they should be continuous and well articulated, so that the work would represent a progressive program of study.

3. *Elementary Certificate, Class A.* This certificate can be raised to either a Primary Certificate, Class C, or a Grammar Grade Certificate, Class C, by four approved summer schools. In beginning the work a teacher should decide whether she desires a Primary Certificate or a Grammar Grade Certificate, and select her work from the chosen field. For example, if she should decide that she wants to change this certificate to a Primary C, the progressive work done in these four summer schools should bear directly on primary teaching. If she desires to raise the certificate to a Grammar Grade Certificate, the work in the summer schools should be in the grammar grade field.

4. *Primary Certificate, Class C.* This certificate can be raised to a Primary Certificate in Class B by credit for four approved summer schools. A considerable amount of specialized primary work should be included in this curriculum.

5. *Primary Certificate, Class B.* A Primary B Certificate, which has been built up on college credit and summer school work, can be changed to a Primary Certificate in Class A by four approved summer schools. If, however, this Primary Teacher's Certificate in Class B was secured on the basis of graduation from a standard normal school, it will be necessary for the holder to complete eight summer schools of work before this certificate can be converted into the Primary Teacher's Certificate in Class A.

6. *Grammar Grade Teacher's Certificate, Class C.* This certificate can be raised to a Grammar Grade Teacher's Certificate in Class B by credit for four approved summer schools. This work should involve a comprehensive study of the subjects taught in the elementary schools, with some consideration of the methods involved in teaching these various subjects.

7. *Grammar Grade Teacher's Certificate, Class B.* If this certificate was secured on the basis of college credit and summer school work, it could be raised to a Grammar Grade Teacher's Certificate, Class A, by four approved summer schools. However, if it was secured on the basis of graduation from a standard normal school, eight summer schools will be required to raise it to a Grammar Grade Teacher's Certificate in Class A.

8. *High School Teacher's Certificate, Class C.* Credit on four approved summer schools will change this into a High School Teacher's Certificate, Class B. Of course, all the work done in the summer schools toward raising this certificate should be of strictly college grade.

9. *High School Teacher's Certificate, Class B.* This certificate can be changed to a High School Teacher's Certificate in Class A by credit for four approved summer schools.

Page 16 of the certification bulletin sets forth very definitely, specifying the courses, how a certificate in Class A may be changed into a supervisory certificate. All special certificates, such as Music, etc., can have

their classification changed in the same way, the work, of course, being appropriate to the certificate held.

II—COUNTY SUMMER SCHOOL AND CERTIFICATES BELOW THE ELEMENTARY

The county summer schools for 1922 will have a definite program of studies arranged. Work is based on the elementary school curriculum. About seventy-five per cent of the work is offered for the purpose of familiarizing students with the content of various subjects, and about twenty-five per cent deals with methods of teaching some of the subjects. The work is arranged in a three-year cycle to fit the new certification scheme. It is intended to represent progressive preparation. A unit of county summer school work represents credit on four individual courses, with a grade of at least seventy-five on each course.

This unit of county summer school work may be used for the following purposes:

1. The professional credit on a Provisional B Certificate when the entrance requirements shall have been met.
2. To raise a Provisional B to a Provisional A.
3. To raise a Provisional A to a One-year Temporary.
4. To continue a One-year Temporary in force.
5. The professional credits on an Elementary Certificate, when the academic credits have been secured by examination or by training. This applies both to an Elementary B and to an Elementary A.
6. Renewal credit for elementary certificates, both A and B.

No credit is allowed for work done in the county summer school on a Primary or Grammar Grade Teacher's Certificate, or for raising an Elementary Teacher's Certificate to a higher class.

BOOKS ADOPTED BY THE STATE BOARD OF EDUCATION FOR THE PUBLIC SCHOOLS

By E. C. BROOKS, *State Superintendent of Public Instruction*

The State Board of Education met February 11th to consider the report of the Text-book Commission and to adopt books for the elementary public schools in accordance with law. After holding sessions daily, the Board completed its work February 17th.

In making the selections of texts for the public schools the Board was guided by a desire to improve the course of study and to give the teachers and pupils better instruments with which to work.

The Text-book Commission made an excellent report and the members deserve the thanks of all friends of education for their careful and painstaking investigation, and for the selections made. The Commission, in accordance with law, recommended to the State Board of Education a multiple list of books of not more than four texts on each subject, from which the State Board of Education is required to select. The Commission was requested also by the State Board of Education to express its order of preference of texts, and this was done wherever the Commission had any preference.

Moreover, the State Board of Education sought the advice of other teachers and superintendents concerning the best books to be selected from the multiple lists, not only for the rural schools but for the city schools. Therefore, the conclusions of the State Board have been reached after securing as full information as possible about the needs of the schools. As a result of the combined efforts of the Commission, and other representative school teachers and superintendents, the State Board of Education has adopted for use in all the public schools of the State the books as listed below. In each case the adoption is for five years unless otherwise specified.

ARITHMETIC

- Grade 2*—First Journeys in Numberland
(Scott Foresman & Co.) Retail price.....\$.45
(This book not to be compulsory, but if text is used this is the adopted book.)
- Grades 3-7 inclusive*—School Arithmetic
(Ginn & Co.)
- | | |
|-----------------------------|-----|
| Book I. Retail price | .60 |
| Book II. Retail price | .75 |
- (Book II is to be bound with first part of Book III, as indicated in Commission's report.)

HISTORY

- Grade 5*—First Book in United States History
(D. C. Heath & Co.) Retail price..... .80
- A Brief History of the United States (Thompson Publishing Co.), is continued one year in those schools now using it and desiring to continue its use. Retail price
- Grade 6 (First half)*
- A Young People's History of North Carolina,
Basal book (Alfred Williams & Co.) Retail price .80
- Makers of North Carolina History,
Supplemental (Thompson Publishing Co.) Retail price
- Grade 6 (Second half)*
- Our Ancestors in Europe
(Silver, Burdett & Co.) Retail price..... 1.05
- Grade 7—Our Republic*
(Thompson Publishing Co.) Adopted for one year for schools using it and desiring to continue its use. Retail price..... .80
- Grade 7*—History of the People of the United States
(D. C. Heath & Co.) Retail price..... 1.05

LANGUAGE

- Grades 3-7*—Good English
(Scott Foresman & Co.)
- | | |
|------------------------------|-----|
| Book I. Retail price | .45 |
| Book II. Retail price | .55 |
| Book III. Retail price | .59 |

GEOGRAPHY

- Grades 4-7*—Essentials of Geography
(American Book Co.)
- | | |
|---|------|
| Book I. Retail price \$1.33. Exchange price.... | 1.23 |
| Book II. Retail price 1.87. Exchange price.... | 1.72 |
- (With Supplement.)
- The North Carolina Supplement is to be approved by the State Board of Education.
- In addition to the above adoption Human Geography,
Book I (John C. Winston Co.), is adopted for supplementary uses. Retail price..... 1.40

PRIMER AND READING

- Two basal books are required in these subjects in Grades 1 to 3 inclusive and the following are adopted: Reading Literature (now on the adopted list)
- (Row Peterson & Co.)
- | | |
|-----------------------------------|-----|
| Primer. Retail price | .40 |
| First Reader. Retail price | .44 |
| Second Reader. Retail price | .48 |
| Third Reader. Retail price | .53 |
- The Child's World
(B. F. Johnson Co.)
- | | |
|-----------------------------------|-----|
| Primer. Retail price | .42 |
| First Reader. Retail price | .46 |
| Second Reader. Retail price | .52 |
| Third Reader. Retail price | .58 |

GRAMMAR GRADE READERS (Grades 4-7 inclusive)

Studies in Reading

(University Publishing Co.)

Book 4. Retail price .....	.70
Book 5. Retail price .....	.74
Book 6. Retail price .....	.74
Book 7. Retail price .....	.78

SPELLING

Grades 1-7—The Mastery of Words

(Iroquois Co.)

Book I. Retail price .....	.38
Book II (Grades 6 and 7). Retail price .....	.32

The two books may be bound in one volume.

Retail price42
--------------------	-----

MUSIC

Grades 2-7—Progressive Music Series

(Silver, Burdett & Co.)

Book I. Retail price .....	.68
Book II. Retail price .....	.72
Book III. Retail price .....	.76
Book IV. Retail price	1.00

A one-book course for grades 2-7. Retail price..... .76

Hollis Daun Music Series

(American Book Co.)

(Four combinations are submitted.)

	1st	2d	3d	4th
Book I.....	.75	.73	.73	.73
Book II.....	.50	.88	.50	.88
Book III.....	.50	1.03	.95	1.64
Book IV.....	.57	.69	1.14	
Book V.....	.57			
Book VI.....	.69			

Music is a new subject added to the Course of Study. These two series are the most widely used music books in the State. It was the recommendation of the Commission that both be adopted, and that the schools be allowed to choose between them.

AGRICULTURE OR ELEMENTARY SCIENCE

Representatives from the Department of Agriculture, the State College of Agriculture and Engineering, the Department of Vocational Education, recommended that the course in Agriculture be made broader and more practical than is usually the case when taught from a single text-book. They offered to prepare such a course for the schools, and provide the major part of the subject-matter. This recommendation met the approval of the State Board of Education, especially since the Text-book Commission was able to find only one book that seemed to meet the needs of the elementary schools. This book, therefore, was adopted as a supplementary text for an indefinite length of time, not less than one, nor more than five years, to be replaced whenever the representatives mentioned above have collected the necessary subject-matter for a satisfactory course in Agriculture, or whenever a more suitable basal book is recommended. The text adopted is as follows:

Studies in Elementary Science (Row Peterson & Co.) Retail price, \$1.00.

HEALTH EDUCATION

	Retail Price	Exchange Price f.o.b. Pub.
Grade 4—The Child's Day (Houghton Mifflin Co.)	\$.72	\$.53 1-5
Special Edition, if desired.....	.68	.50 2-5

Grades 5-7—Healthy Living (Charles E. Merrill Co.)

	Retail Price	Exchange Price f.o.b. Pub.
Book I, Southern Edition.....	\$.72	\$.50
Book II, Southern Edition.....	.96	.68

CIVICS

Grades 6 and 7—Elementary Community Civics

(Allyn & Bacon)

(Adopted for an indefinite time, not less than one year nor more than five years. The text to be revised in accordance with plans of State Board of Education)..... 1.12 .84

WRITING

Grades 1-7—Zaner Writing Method. Seven-book Series

(Zaner & Blosser Co.)

Retail price for each book.....\$.10 Wholesale.....\$.07

Primary Manual, free to teachers.

Manual to Upper Grades. Retail price..... .20

Palmer Method of Business Writing

(A. N. Palmer Co.)

For schools now using it and desiring to continue it.

Book I. Retail price15 |

Book II. Retail price20 |

Teachers Manual for Primary Grades free.

DRAWING

Grades 1-7 inclusive

Industrial Art (Shorter Course)

(Laidlaw Brothers)

Book I. Retail price \$.36 |

Book II. Retail price36 |

Book III. Retail price36 |

Book IV. Retail price36 |

Practical Drawing Co.—Seven-book Series

(Practical Drawing Co.)

Books I to V. Retail price..... .15

Books V to VII. Retail price..... .20

Industrial and Applied Art

(Atkinson, Meutzer Co.)

Book I. Retail price24 |

Book II. Retail price24 |

Book III. Retail price24 |

Book IV. Retail price24 |

(Those two series of drawing books are adopted in order that schools well equipped and desiring to do so may select the series from which they can secure the best results.)

All books with exchange prices will be used exclusively the coming school term. In all other subjects the old books now in the hands of the children may be continued in school for another year.

NORTH CAROLINA PUBLIC SCHOOL PENMANSHIP CONTEST

On March 15, 1922, a State-wide penmanship contest will be conducted. Any pupil in any grade of any public school having Palmer Method Writing is eligible to compete. A prize of \$2.50 shall be awarded each of the eleven pupils who submit the best specimens. A grand prize of \$5.00 shall be awarded the school receiving the greatest number of prizes. A copy of the rules of the contest has been placed in the hands of the superintendent of every school. If you are a teacher of Palmer Writing and have not been notified in regard to the contest, investigate this matter at once, enlist your school or particular grade, and stimulate interest in penmanship as you have never been able to do before. The exact form to be used in the contest will be sent on March 10th to all superintendents requesting it of the general manager, Miss Louise Futrell, 405 Summit Street, Winston-Salem, N. C. Teachers, take advantage of this opportunity to arouse greater enthusiasm in your penmanship classes. Superintendents, cooperate in making this contest really a State-wide institution.

SUGGESTIVE MATERIAL FOR SCHOOL COMMENCEMENTS

By MRS. T. E. JOHNSTON and SUSAN FULGHUM, *State Department of Education*

School commencements offer a fine opportunity for giving children a first-hand acquaintance with poems and prose selections of real merit. There is an abundance of worth-while material, and only selections of a high standard should be chosen. We should turn to the real masters of song for our recitations and declamations, and no longer accept the mediocre material too often found in school periodicals. Here again pupils may recite the poems memorized during the school term, or some of the poems read to the class by the teacher may be used because of their personal appeal.

A list of books containing selections suitable for recitations, declamations and for use in story telling, is given below.

POETRY

Grades 1-8.

BLAKE, K. D., and ALEXANDER, GEORGIA—*Graded Poetry Readers*. (Seven volumes. Grades 1-8.) Poems for first and second grades in first volume. (Numbers 1 and 2) Admirably selected, graded and printed. Each, 18c. Chas. E. Merrill Company, New York.

Grades 4-8.

CHISHOLM, LUCY—*The Golden Staircase*. Poems and verses for children. School edition. "The Golden Staircase has two hundred steps. If a child begins to climb when he is four years old and climbs twenty steps each year, on his fourteenth birthday he will reach the top." \$2.50. Putnam Sons, New York.

Grades 6-8.

REPLIER, AGNES—*Book of Famous Verse*. (Riverside Library for young people.) One of the best collections. Many of the poems are of heroic character. 80c. Houghton Mifflin Co., New York.

Grades 4-6.

RILEY, J. W.—*The Book of Joyous Children*. More than fifty of the poems of Riley that will delight children. \$1.50. Scribner Sons, New York.

Grades 6-8.

RILEY, J. W.—*Child Rhymes*. Contains: Little Orphant Annie, The Raggedy Man, and more than thirty others. 75c. Grosset & Dunlap, New York.

Grades 1-2.

SCUDDER, H. E.—*Verse and Prose for Beginners in Reading*. Splendid collection for reading and for memorizing. No illustrations. Houghton Mifflin Co., New York.

Grades 6-7.

STEVENSON, B. E., and E. B.—*Days and Deeds*. A book of verse for children's reading and speaking. Grouped under holidays and special days and names of great men. \$1.00. Doubleday, Page & Co., Garden City, N. Y.

Grades 3-5.

STEVENSON, R. L.—*A Child's Garden of Verses*. Illustrations by Robinson. This beloved book needs no comment. \$1.50. An attractive cheaper edition may be had for 50 cents. Charles Scribner's Sons, New York.

Grades 5-6.

WIGGIN, K. D., and SMITH, NORA A.—*The Posy Ring*. Perhaps the best selection of poems for the children in the grammar grades. The poems are short and simple in language and sentiment. \$1.50. Doubleday, Page & Co., Garden City, N. Y.

Grades 7-8.

WIGGIN, K. D., and NORA A.—*Golden Numbers*. One of the best selections of poems for the pupils of the seventh and eighth grades to be found anywhere. A well classified collection. \$2.00. Doubleday, Page & Co., Garden City, N. Y.

PLAYS, DECLAMATIONS, RECITATIONS, DEBATES

Grades 6-8.

BEMIS, K. I., HOLTZ, M. B., and SMITH, H. L.—*The Patriotic Reader*. A very fine collection of poetry and prose—under the general heads—The Origin of Our Country, The Glory of Our History, Our Greatest Leaders, Our

Country's Ideals, etc. 56c. Houghton Mifflin Co., New York.

Grades 7-8.

BLACKSTONE, HARRIET—*New Pieces That Will Take Prizes in Speaking Contests*. Contains a wide range of selections, among them many from recent literature, such as, The Shepherd's Trophy, from Bob, Son of Battle, and extracts from Caleb West, Black Rock, the Court of Bayville, Uncle Remus, etc. Hinds, Hayden & Eldridge, Union Sq., New York.

Grade 5-6.

CUMMOCK, R. M.—*School Speaker*. A good speaker for children in the grades. 75c. A. C. McClurg & Co., Chicago, Ill.

Grades 6-8.

(COLLECTION)—*Five-minute Declamations*. Lothrop, Lee & Shepard, Boston, Mass.

Grades 3-4.

GOODLANDER, M. R.—*Fairy Plays for Children*. The Honest Woodcutter, Mistress Mary Gives a Party, The Pine Tree, The House in the Woods, The Elves and the Shoemaker, Snow White and Rose Red, etc. 45c. Rand, McNally & Co., Chicago, Ill.

Grades 6-8.

POWELL, L. P., Editor.—*The Spirit of Democracy*. Patriotic selections from prose writers and poets. 80c. Rand, McNally & Co., Chicago, Ill.

Grades 6-12.

WIGGIN, MRS. K. D. S.—*The Bird's Christmas Carol*. Dramatic version. A three-act play with prologue. Has suggestions for players. 50c. Houghton Mifflin Co.

Grades 5-8.

SMITH, N. A.—*Plays, Pantomime and Tableaux for Children*. Written for homes, kindergartens, public and private schools. \$1.00. Moffat, Yard & Co., New York.

Grades 4-7.

ELSON, WILLIAM H.—*The Elson Readers*, Books IV-VII. Contain excellent literary selections—prose and poetry. Scott, Foresman & Co., New York.

Grades 6-8.

SHURTER, E. D.—*Winning Declamations and How to Speak Them*. \$1.50. Lloyd Adams Noble, 31 West 15th Street, New York.

Grades 5-7.

STEVENS, RUTH DAVIS and STEVENS, DAVID HARRISON—*American Patriotic Prose and Verse*. A. C. McClurg & Co., New York.

Grades 6-8.

STEVENSON, B. E., and E. B.—*Days and Deeds*. Prose for Children's Reading and Speaking. \$1.00. Doubleday, Page & Co., Garden City, N. Y.

Grades 8-11.

ROBBINS, E. C.—*The High School Debate Book*. A. C. McClurg & Co., New York.

COLLECTIONS OF STORIES TO TELL

BAILEY, C. S., and LEWIS, C. M., Editors—*For the Children's Hour*. Stories from old myths, folk tales, magazines and literature, covering the seasons, different industries, various holidays, stories of heroism, of the home and fairy tales. Milton Bradley, Atlanta.

BRYANT, S. C.—*Stories to Tell to Children*. Fifty-one stories, mainly for young children, with suggestions for telling. \$1.00. Houghton Mifflin Co., New York.

RICHARDS, MRS. L. E. H.—*Golden Windows*. An excellent collection of character building stories. Little Brown & Co., Boston.

WIGGIN, MRS. K. D. and SMITH, N. A.—*Story Hour*. Stories for reading aloud or telling. May be used in lower grades. Houghton Mifflin Co., New York.

BAILEY, C. S.—*For the Story Teller*. Discusses various types and shows the special appeal of the beginning, the suspense element, the climax, the instinct story, dramatic stories and stories with a sense appeal. Includes also a representative collection of stories. \$1.50. Milton Bradley, Atlanta.

BRYANT, S. C.—*How to Tell Stories to Children*. Discusses purposes of story telling, selections of stories, their adap-

tion, how to tell and their uses. Includes selection of stories to tell. Houghton Mifflin Co., New York.

CROSS, A., and STATLER, N. M.—*Story Telling for Upper Grade Teachers*. A discussion of story telling, stories given and lists of stories suitable for the grammar

grades. \$1.50. Row Peterson & Co., Chicago.

Books in the above list may be procured through John Wanamaker, Philadelphia, or The Baker & Taylor Co., New York. The prices given are approximate. As everything has advanced, the prices of some of the books may be expected to vary from the prices given above.

THE AMERICAN REVOLUTION: LESSON-PLAN CONCLUDED

By WM. T. LAPRADE, *Department of History, Trinity College, Durham, N. C.*

NOTE.—This is the seventh in a series of articles on "Planning a Course in History and Civics" which began in the September number. The article for next month will deal with the question of studying "The War and Reconstruction."

We considered on this page last month the feasibility of spending at least one lesson in an effort to leave definitely with pupils an appreciation of the fact that there were two sides to the American Revolution. In order to leave that impression, we saw that it is helpful to find answers to two main groups of questions: In the first place, what sort of people in England were behind the movement for colonizing America? Why did they embark on the project, and what methods and means of organization for the purpose did they adopt? We decided that answers to these questions would throw light on the attitude of the mother country in the Revolution. In order to apprehend the different state of mind in which the Revolution found the colonists we asked another series of questions: What sort of people in general came to America as settlers, and why did they come? What kind of community life did they naturally establish in their new home? What effect did these new conditions have on the attitude of the later generations of colonials toward the country from which their fathers and grandfathers had originally come?

A class once interested in some of these questions would probably induce a teacher to appreciate the wisdom of spending more than a single period in their discussion. We reserved for this month, therefore, the task of considering a method of introducing the subject in a way likely to interest the members of a class and the practical matter of assigning a lesson after the subject is introduced.

The first point apparent to a teacher who gives the question serious thought is the necessity that the lesson-plan be made not merely in advance of the actual conduct of the lesson but in advance of its assignment as well. Unless the subject is introduced and the curiosity of the pupils stimulated before work is assigned in the book or in the library it is unlikely that they will bring much zest to the tasks assigned or derive much profit from doing them. One of the secrets of success of a teacher of history or civics lies in the ability to make assignments of lessons in a skillful manner. It is not enough simply to designate the particular place in the book where the information in question may be found; the more important thing is to inspire in the pupil a desire to make a search for the information and an interest in reporting the things found.

Sometimes this can be facilitated by making the study a coöperative process, that is, by giving specific topics to each pupil severally to make report, with the obligation of bringing the information for the use of his fellow pupils. It is of little avail to do this, however, if the mere information is all that the pupils are expected to receive from the exercise; to make the work bring the fullest measure of stimulation to the pupils, they must be led into using the information thus gathered in some synthetic enterprise, if no more than in putting together the answer to some simple question.

A teacher who undertakes to use this method really

assumes in the first place the task of stimulating the interest of the pupils in some general question concerning which it is possible for them to have a real and lively curiosity. By skillful questions they are then led to see that an answer to this larger question involves definite knowledge on certain specific points. The next step is to assign to each pupil or to groups of pupils the task of finding in the book or elsewhere information on these points. At the next meeting of the class it is the function of the teacher, after the pupils have produced the information they have gathered, to guide them in adducing from their pooled knowledge an answer to the question raised in the first place.

Apply this method to the lesson we have suggested, and it would be the task of the teacher, in the first place, to raise in the minds of the pupil the query as to whether the American Revolution, like most other quarrels, did have two sides. To raise that question is to imply an affirmative answer. The subsidiary questions raised last week may then be suggested in a preliminary way without much difficulty, in the light of the knowledge the pupils will have from what has gone before in the work for the year. Various members of the class may then be asked to report on the navigation acts, the classes of people who came over as settlers, the types of organizations that sent them over, and so on. The ability of the teacher finally to bring the answers to these questions together in a synthesis that leaves a definite impression with the pupils is determined largely by the clarity with which the subject is outlined by the teacher in the first place. The lesson-plan, it is now apparent, must be a plan for assigning a lesson before it can possibly become an effective plan for conducting a recitation.

This is not, of course, the only method by which similar ends could be achieved, and I am not suggesting that all teachers ought to use this identical method or the same method at all times. Another scheme would be to raise the question of whether there were two sides to the Revolutionary quarrel, and, after making the question a real one in the minds of the pupils, to set them in two groups to rival each other in enumerating different points in favor of one or the other of the parties to the struggle. The results that would accrue would be not simply an opinion on the Revolution, but in increased stock of information concerning the points in dispute and the verities of the time as well as greater skill in the matter of collecting and using information.

The chief point is to raise a question that is a respectable challenge to the curiosity and then to direct and capitalize the curiosity thus stimulated toward the finding of an answer to the question raised. The benefit derived is seldom chiefly the answer to the question; indeed, it is not necessary in every case that the preliminary question be answered at all or even susceptible of answer. The art is to have the pupils look for something definite for a specific purpose with an obligation to make use of the information when they have found it.

MAKING A MOVING PICTURE SHOW IN THE FIRST GRADE

By Miss Ross, *Primary Teacher, Roanoke Rapids, N. C.*

NOTE.—This study presents opportunities to use story-telling, oral reproduction of the story, organization of the story into scenes, drawing and reading, and some manual art. A project of this sort used in the first grade would require help from older pupils or the teacher in printing the parts to be read before each picture, and in building the frame for the picture.

The first problem which the teacher has is to teach children to see consecutive pictures in stories. In order to do this she should tell many stories and then help the children to organize them into consecutive pictures. These pictures should be named and their names written on the blackboard in the proper sequence. The outlining of a story in this manner prepares children for advanced work in composition, where an outline of the composition is necessary before it is finally written. It helps them, also, to organize original oral composition in logical sequence.

When this project was worked out in one of the first grades in Roanoke Rapids the teacher had prepared the pupils for it by telling and by organizing into pictures the following stories: The Three Bears, The Three Little Pigs, The Wolf and the Seven Young Goslings.

As the children advanced in the ability to analyze stories into scenes, the teacher told them that some day they would make a Moving Picture Show. Just about Christmas time she told in a very dramatic manner a story suitable for such a project. It was, "A Visit to Santa Claus' Shop." When she asked the children if they wanted to make a Moving Picture Show of this story, they eagerly assented.

"What must we do first?" asked the teacher.

"We must draw the pictures," replied the children.

"What pictures do we see in this story?" asked the teacher.

The story was then retold them slowly and with the teacher's aid, the pictures were named. These names were written on the blackboard and numbered in proper order.

The next question was, "Who is going to draw these pictures?" This made all the hands go up. All the pictures were assigned to individual children to be drawn, and the name of each child drawing a picture was written opposite the picture on the blackboard. This is for a very simple and obvious reason. Very often a child forgets which picture he is to draw. If the teacher has not recorded it, she, too, will forget the assignments.

Each child was then given a sheet of light brown construction paper, about 18 x 12 inches, large enough to draw a good size picture on it. After the children had finished drawing their pictures, they were collected and then held up, one by one, to be criticized. Some had to be discarded and drawn over, because they were not good enough. One picture had to have a window put in the room, because the two children sleeping there could not get any fresh air as it was. In a few instances, two children had drawn the same picture. The two were compared and the best one chosen.

Up to this time the children had worked two days. Two pictures were all drawn, but just the pictures alone would not make a picture show. Therefore, on the third day the teacher arranged the pictures in the proper order and showed them to the children. "Now," said she, "When we look at our pictures we know the whole story of 'A Visit to Santa Claus' Shop.' But if we were to show them to the other first grade, would they know all of the story from these pictures alone?"

"No," came the reply.

"Then what can we do so they will know exactly what is happening in each picture?"

One child replied, "Go in and tell them the story."

This was not what the teacher wanted, so she began talking about a theater.

"How many of you have been to a theater and have seen a real moving-picture show?"

Almost every hand went up.

"How do you know what is happening in the pictures? What comes before each picture?"

One little fellow answered quickly, "I know, you see 'reading' just before you see the picture."

That was exactly what was wanted. Then came the problem of how they could have "reading" before each one of their pictures. Finally one child solved the problem by suggesting that the teacher print it. She agreed to do so.

"But what shall we print?"

What went before each picture had to be worked out so that it would tell the story in the picture. The children told this in the shortest and best language they could. Frequently the teacher had to help with a question as to what should be said about a certain picture. All of this was written on the blackboard, read, and improved. Later, it was printed on large sheets of paper, the size of the pictures, the teacher using a large sign and price marker.

Before the pictures were fully assembled in the proper form to show, a few more explanations were necessary.

The question, "When a picture begins, what is the first thing one sees?" was asked.

"The name of the picture," was the answer.

"What shall we call ours?"

"A Visit to Santa Claus' Shop."

"Have you ever noticed what comes next?"

They had not so, the teacher asked, "How will the people know the characters in the pictures?"

It was finally decided to put on the next sheet of paper the names of the people in the story or picture. Then the teacher said she thought the visitors ought to know the names of the children who painted the pictures.

After these were printed, the pictures were ready to be shown. It was now in this order:

1. The First-grade Picture Show. Made by Miss Ross's Grade.

2. A Visit to Santa Claus' Shop.

3. People in the Picture: Tommy, Rosy, Sally Ann, Rosy's Doll, Santa Claus, Little Men.

4. The Pictures were drawn by: Edith, Helen, Rufus, Marshal, Wade, Owen, Jesse, George, Russel, Herman, Lucy, John Albin.

(Reading.)

5. It was Christmas Eve. Tommy and Rosy went to bed at 9 o'clock. Their stockings were hung by the chimney. Sally Ann, Rosy's Doll, had hers hung there, too.

6. (First Picture.)

7. In the middle of the night Tommy awoke and found Rosy sitting up in bed,—

8. (Second Picture)

9. looking at Santa Claus. He was filling stockings. "O, ho!" said Santa, "I've forgotten something for Rosy's doll. I must go back."

"Let us go with you," said Tommy and Rosy.

10. (Third Picture)
11. "Come along," said Santa. "But don't wait to dress. I'll put you in my pockets. So they jumped out of bed and Santa popped them into his pockets.
12. (Fourth Picture)
13. Then they went out on the roof where stood a sleigh and eight tiny reindeer. Santa jumped in. Then they were off—
14. (Fifth Picture)
15. through the air—
16. (Sixth Picture)
17. over house-tops and trees, and cities—
18. (Seventh Picture)
19. till they came to Santa's country. Here everything was made of snow.
20. (Eighth Picture.)
21. Soon they saw a castle of ice. "Is that your house?" said Tommy. "No," said Santa.
22. (Ninth Picture.)
23. Then they came to Santa Claus' house. It was made of red, yellow and white stick candy. Christmas candles were in the windows.
24. (Tenth Picture.)
25. They jumped out of the sleigh—
26. (Eleventh Picture)
27. and went into Santa's shop. There were little Brownie men tying up Christmas packages.
28. (Twelfth Picture.)
29. The men saw Rosy and crowded around her. One pulled her hair. One wanted to kiss her, but Santa put her back into his pocket.
30. (Thirteenth Picture.)
31. Tommy found a bicycle and began to ride.
32. (Fourteenth Picture.)
33. When they were ready to go, Tommy rode the bicycle. A little man jumped on his back and bit his ear. Tommy screamed and knocked him off.
34. (Fifteenth Picture.)
35. Then Tommy began to fall. He fell down, down—
36. (Sixteenth Picture)
37. right into his bed.
38. (Seventeenth Picture.)
39. Tommy awoke with a start. He looked and Rosy was asleep, and by the fire-place stood a new bicycle. It was only a dream. And it was Christmas morning.
40. (Eighteenth Picture.)
41. The End.

The picture was finished. How should they show it. One child suggested a large box to keep it in. What could we do to keep it from getting torn up as we showed it. No one could think of a way, so the teacher made a frame for it out of very heavy brown tag board. This frame held the pictures and "readings" in order so that one at a time could be removed and the pictures easily shown.

A better way to do would be to wait until some child thinks of a good way and then let him work it out by himself.

At last, they had a picture show. And the best part about it was the fact that they made it themselves. The children were wild about it. They became more interested with every presentation. One could hear such remarks as, "That's the one I drew!" "That's mine!" "Isn't that a good one?" They had to have one of the other first grades in to see it.

On the day before the Christmas holidays began,

they used the picture show for a reading lesson and there were very few children who did not learn to read all of the printing.

THE SCHOOLROOM SHOULD SUPPLEMENT AND BRIGHTEN THE HOME

By JEANETTE ELLIOTT BIGGS, *Oxford, N. C.*

Doubtless many teachers who put forth strenuous efforts to train rightly the young lives committed to their care for several hours each day are sincere in proclaiming to the world that they are bearing the greater part of the burden. I am honest in confessing that for seventeen years I labored under the same mistaken idea.

One summer morning while the school bells were summoning the little folks to their work, I had occasion to go into the home of a family where six children had just been sent off to school. I was greeted at the door by the smiling mother, dripping with perspiration and making excuses for her neglected toilet, who cheerfully gave the information for which I had come.

Before I had passed out of the yard, the strains of the old familiar hymn—

Children of the heav'nly King,
As ye journey, sweetly sing;—

were heard as this mother went on with her work, preparatory to fixing lunch for the children. As I passed far down the street, those humbly uttered but triumphantly happy notes, still sounded in my ears. Suddenly came the vision of the daily toil and effort required to get her little ones ready for school and of the happy atmosphere in which they began the day's work; and with the vision came the thought of the possibility of a day spent at school under the direction of a teacher who would not radiate the same happiness in her work.

Many, many teachers, who are reaping happy results with their pupils in helping to form characters worthy of the fondest ambitions of the parents have caught in some form or other a vision such as I have described. Your service is arduous, the most arduous of any assumed vocation, but it should supplement the beauty and brightness of the home life; and where there is little brightness in the home, you could create such an atmosphere of love and brightness in your classroom that its beauty would radiate into the home and overlap the loss there.

DISAPPOINTMENT, YES!

The majority of American films are devised to appeal to a low order of intelligence. It would seem from the fact that millions of Americans patronize motion pictures, that one must conclude that the majority of Americans are, from an artistic point of view, morons. The important fact is, however, that Americans of average mentality go away with a more or less vague feeling of disappointment.—DONALD CLIVE STUART, *Princeton University, in the Educational Screen for February.*

An acquaintance with the State's educational history should form a part of the informational equipment of every teacher and school officer. Send today for a copy of Dr. Knight's *Public School Education in North Carolina*. Regular price, \$2.00. Our price to subscribers, \$1.70 postpaid. The book will be sent and your subscription extended one year for only \$3.00. Send your order now to NORTH CAROLINA EDUCATION, Raleigh, N. C.

THE RELATIONSHIP OF SCHOOL ORGANIZATION TO SCHOOL COSTS

By E. C. BROOKS, *State Superintendent of Public Instruction*

NOTE BY THE EDITOR.—This article is condensed from an address by Dr. Brooks at a meeting of the city superintendents in Raleigh, February 2, 1922, for the purpose of conferring together and securing unified action upon the problems discussed.—W. F. M.

A better knowledge of school organization will economize our school resources. Therefore, I shall direct your attention first to the resources and then to a need of studying school organization. The average tax rate in the United States given in terms of an ad valorem rate for the maintenance and support of city school systems of from 5,000 to 50,000 inhabitants, is short one dollar on the one hundred dollars valuation. This includes the gross income from all sources for teachers' salaries and incidentals. Our North Carolina cities, ranging in population from 5,000 to 50,000 inhabitants, have almost reached the average for the Nation. This is about the average for North Carolina cities having a nine months term:

County, Six Months Term.....	39 cents
Building and Incidental Fund.....	06 cents
Special School Tax.....	40 cents
From the State (measured in terms of ad valorem rate).....	06 cents
Total.....	91 cents

The average rate for North Carolina, therefore, is about 91 cents for the maintenance of our city schools. Some cities run higher than this, while others are lower. In some the county tax is higher and the special tax is lower but this is a good average. While we have not reached the average for the Nation, yet, before asking for any material increase in this rate, we should ask this question: Are we getting the best results for the expenditure of this fund, and if not, how can we improve it?

The State has attracted wide attention because of the swiftness with which it has gone forward educationally; *but the time has come when we should attract attention because of the wise expenditure of this fund, for the people are beginning to feel the strain.* The practical unanimity with which the General Assembly paid the shortage of \$700,000 for the increase in salaries to teachers is an eloquent tribute to the genuine desire of the State representatives to go forward educationally. *But the State no longer stands ready to meet another indebtedness. The amount of the Equalizing Fund is fixed, and we must live within our income.* Next time it will be your debt and this will be unfortunate for you. You cannot afford to have a debt. Your schools should be so organized as to permit you to live within your income.

The shortage of \$700,000 plus your debt of \$300,000, which the State loaned you, makes \$1,000,000. We are now living on that plane of expense and we cannot reasonably expect to raise that plane except as the valuation of the property gradually increases.

It will be a simple matter for the cities to live on this plane, since they are now comparatively well supplied with good teachers. But the rural schools are not so well supplied with good teachers. We must eliminate the low-grade unprepared teachers, and this can be done without increasing the tax rates. If the rural schools are not given an opportunity to secure good teachers, if we make a mistake at this point, we will be in danger of killing the goose that lays the

golden egg. Now, how can the city schools live on the plane they have established and permit the rural schools to go forward?

By a Better Organization of the Rural Schools

This can be done by aiding counties to secure a better organization of the rural schools. The per capita cost of teaching children in the one- and two-room school with poor teachers is higher than it is in the consolidated schools with better trained teachers, as the following comparison illustrates:

1. One county that is somewhat backward, both from the standpoint of organization, grade of teachers employed, and salary paid, shows the following: The rural schools are chiefly the one-teacher and two-teacher type. The county pays an average monthly salary of \$69.80. The average number of pupils per teacher is 18. The average daily cost per pupil is 20 cents.

2. Another county having a better organization that has reached its one- and two-room schools very materially within the last three years, exhibits the following: It pays an average salary of \$70.38. The average number of pupils per teacher is 21, and the average daily cost is 17 cents.

3. Here is another county that is still better organized. It pays an average monthly salary of \$75.25. The average number of pupils per teacher is 29. The average daily cost per pupil is 13 cents.

It may be interesting to the public to know that *the best organized county mentioned above does not participate in the Equalizing Fund, while the poorest organized county does draw largely from the Equalizing Fund. The hope, therefore, of the rural schools is in better organization.*

It is the duty of a city superintendent or the city board of education to coöperate in every way possible with the county superintendent in securing better organization in rural schools. We are operating on a county unit basis and the city schools are a part of the county unit, but selfishness on the part of the city school that hampers the rural school will undoubtedly react on the city school, and may seriously affect the apportionment from the county fund.

By Eliminating Tuition

The city superintendents and the boards of trustees of the city schools should coöperate with county boards of education in such a way as to take care of children living outside of city limits and for whom county boards cannot without unusual expense provide school advantages. Many city boards of trustees charge country children exorbitant rates of tuition when the city school in many instances, through good organization, could absorb all the children of the suburbs without adding a single teacher to the system. I have repeatedly urged city boards to coöperate in some way with the county boards so that all the children may have a six months term free. Such a coöperation would reduce the expense to the county and be beneficial to the city. In some counties the county and city boards are coöperating admirably. But in others there is a conflict that is causing friction and wide

discontent. *A way should be opened to carry out the spirit and the letter of the Constitution and the State law.* Therefore, it seems to me that it would be wise for this body to appoint a committee of five city superintendents and members of the boards of each to sit with them and settle upon some plan that may be fair to all, and that will look to a better coöperation between city boards and county boards, in order that this friction may be eliminated. [The report of this committee is published on another page.—EDITOR.]

A Better High School Organization Necessary

I now wish to call your attention to some changes we expect to inaugurate that will affect the apportionment of the high school funds for the year 1922-23, which will make it necessary for many of the city superintendents to reorganize their schools.

You will recall that the law provides for the addition of new teachers on the basis of an average daily attendance of thirty pupils. It also provides that a lower average attendance may be allowed in the high school in order to encourage the building of rural high schools. After studying the rural high schools in existence and after conferring with county superintendents who are consolidating the one-room schools with the idea of building township high schools. It was decided temporarily that as soon as twenty pupils were ready for the high school one whole-time high school teacher would be allowed. An average daily attendance of thirty, according to law would entitle the school to two high school teachers. But for an average daily attendance of forty-five pupils three high school teachers might be allowed. This would give a good four-year high school for the rural community, and this was a wise provision, as the history of the growth of the rural high school will show. No hard and fast rule for the cities was laid down, because they were enlarging their systems and making them take rank with other standard city high schools of the country.

But now I wish to call your attention to some interesting facts. I am presenting for your consideration the average daily attendance in nine city high schools and the number of pupils per teacher in each high school. These cities were selected to bring out in bold relief the difference in cost per pupil for high school instruction. I am not giving the names of these cities. But I am asking you to raise this question in your own mind: Do these figures throw any light on the business and professional skill of the superintendent in organizing his high school? The table is as follows:

Average Number of High School Pupils Per Teacher	Total Number of Pupils in Average Daily Attendance
1. 13	571
2. 15	221
3. 16	674
4. 17	207
5. 18	449
6. 19	322
7. 20	393
8. 21	369
9. 26	604

It appears that the average for twenty cities is about 20 pupils per high school teacher. It is our purpose to complete the study and exhibit these figures for all the special chartered schools. But the time has come, I think, when we should raise this average. It is easy to see that the size of the city has little to do with the size of the number of high school pupils per teacher. For example, one of the largest cities has the smallest

number of pupils per teacher, while one of the smaller high schools has one of the highest averages per teacher. Another city not listed here with a small high school has an average attendance of 13 pupils, while another small city has one of the highest average attendance per teacher. How do you account for this wide difference? If one of the best city schools can be conducted on a basis of 26 pupils per high school teacher, it is educating the children, everything else being equal, at just one-half the cost of the school that has 13 pupils per high school teacher. The public has a right to know why this difference in the cost of conducting high schools, and whether the instruction in one is as good as in the other. If so, there is considerable waste in some schools. But we have no way of testing the value of the instruction in these nine schools.

Some of this difference may be explained by exhibiting the special courses that are offered together with the cost of same. A good high school of about 100 pupils in average daily attendance should have about five teachers. But two new courses, such as manual training and the commercial subjects, may be added without increasing the average attendance, thus increasing the cost about 40 per cent. Now, the question I wish to ask is this—*Would these new courses be added if the public knew they would cost about 40 per cent as much as all the balance of the high-school?*

All of you know that before your budgets were finally approved last year we reduced in accordance with law the number of teachers for which you could draw county funds. The amount of money that we reduced the county and city budgets, because of the excessive number of teachers and excessive salaries, was over \$500,000. Notwithstanding this reduction in your budgets we had a shortage of over \$700,000. Suppose we had not been guarding this carefully! The State would have been facing a deficit of about \$1,200,000. Your special charters give your boards of trustees authority to add new teachers and new courses whenever they desire to do so. But they should be advised early of the cost, the number of pupils to be benefited, and the value to the community, *for in the future this extra cost must be borne by the local community.*

However, this difference in cost per pupil is not due altogether to the new courses that are added. In fact, the largest factor is the poor classification of pupils and the poor organization of classroom instruction. Suppose we compare the large school having an attendance of 571 pupils and one teacher for every 13 pupils, with another large school having 504 pupils in attendance and one teacher for every 26 pupils. There is not a vast difference in the number of courses of study offered. They are really very similar. This variation may be accounted for to some extent by the difference in the size of the buildings, giving little opportunity in small buildings for proper graduation and classification of pupils. But this does not account for all the variations in per capita cost. Will the small number of pupils per teacher be offset by superior instruction, and an increasing number of children promoted? The problem is still unexplained and is before you. *What is a well graded and organized school? It is worth thousands of dollars to a city that has a superintendent who knows.*

A New Basis of Organization

I shall now outline to you our new basis for the apportionment of the public funds that you may be prepared to organize your schools on a different basis next year. We shall advise county boards to adopt this as

a basis for the apportionment of all county funds beginning with the year 1922-23, and I shall request the State Board of Education to observe it in apportioning the Equalizing Fund.

Three teachers will be allowed in the high school for the first forty-five pupils. This has been demonstrated to be a wise provision for the rural schools. But after three teachers have been secured one additional teacher will be permitted for every twenty-five additional pupils. Several superintendents are now conducting their schools successfully on this basis. These will not be affected by this ruling. But all others should begin early to adjust their organization accordingly, and to study very seriously the cause for the differences that exist now in the per capita cost per pupil among the city schools of the State. The difference of two or three teachers in a large system is a small matter and can easily be taken care of by local funds. But some schools will be seriously affected because their local funds will not be able to absorb all the loss as a result of the county apportionment on this basis. It will be necessary for them to reorganize and in doing so they will save several thousand dollars.

A New Basis of Supervision

There is a danger of your overhead expense growing too large unless the schools are differently organized. I find that a school may be conducted very efficiently on this basis:

One whole-time superintendent for every 30 teachers and one assistant superintendent, supervisor, or supervisory principal for every twenty teachers in addition. I am advised by some of the best informed authorities in the country that my conclusions are correct—that a good superintendent may supervise effectively about fifty teachers, but after that number has been reached he begins to lose touch with the work of the individual teacher. When an assistant becomes necessary you may call that assistant a supervisor, whole-time principal or assistant superintendent. This will not affect your budget so much, for many of you are now living on this basis. But it will give you a little different basis of organization and will check the tendency to increase the overhead cost of conducting your schools. Moreover, it will reduce the expenditure in some of the schools that have a tendency to over organize their schools in this respect.

This question naturally will be asked, Who is a supervisor? The term is defined as follows: *A supervisor or whole-time principal or assistant superintendent is one who has general supervision over a section of the school system.* He may have charge of one school of twenty teachers, or she may have supervision of all the primary teachers or grammar grade teachers. The special supervisors of music, drawing, and all other special subjects will hereafter be classed as teachers and if they are allowed they must come within the average attendance as given above.

This basis of reorganization will make it possible for city superintendents to pay their best teachers good salaries and provide for all the increase in number of teachers necessary in the elementary grades without reducing the value of classroom instruction. At the same time, many cities will reduce the cost of operating their schools, and all will be able to conduct their schools without increasing the tax rates. *The time has come when city superintendents must make a more thorough study of school organization in order that they*

may provide for the growing needs of the schools without increasing the tax rates.

If you will plan wisely for the future, organize your schools with reference to better graduation and classification of pupils, eliminate the excessive number of teachers due in some instances to poor organization, your resources will be sufficient to meet all your needs without increasing your special rates.

Since the close of the last school year I have studied this question of school organization not only in this State but in other cities and in other states. It is the one subject that is on my mind constantly, and I wish to say to you that we have made more progress in this respect than is made in any other states and other cities of like character. Our method of handling finances is now attracting attention and you deserve the thanks of the State for the zeal and intelligence with which you have attacked the problem, and have coöperated with the State Department of Education. It takes time to reorganize a school system. It cannot be done in a year. We have much prejudice and many old habits to overcome. But we have many towns, cities and counties that are well organized and rendering the State a great service. And my earnest desire is, that we shall all attack this problem more vigorously and *demonstrate to the State and the Nation that we do know how to convert public funds, without waste and without lost motion, into intelligence and character and energy.*

REGULATIONS GOVERNING TUITION CHARGES IN CITY SCHOOLS

(NOTE.—The following regulations governing tuition charges in the public schools agreed upon by committees representing city and county superintendents on February 10, 19, 22, is adopted by the State Department of Public Instruction.)

In order to promote a better understanding between the county boards of education of the respective counties and the governing authorities of the special chartered schools of the State, with respect to the admission to city schools of children living outside the boundaries of the special chartered districts, and the tuition charges for the same, this committee makes the following recommendations:

1. That the county boards of education and the boards of trustees of the special chartered schools should coöperate in providing a six months school term for all the children, as required by the Constitution.

2. That the boards of trustees of the special chartered schools should admit pupils living outside the boundaries of their districts only upon written order from the county board of education.

3. That the county boards of education should give an order for the admission to the city schools of children from rural territory only in cases where the children affected live nearer a school within the city district than any school outside the city district offering instruction in the required grade, or where, on account of the location of roads or natural barriers, it is clear that the convenience of such children would be served thereby.

4. That to the parents of children who are admitted to the city schools, as provided in the foregoing recommendations, no tuition charge shall be made by the city school board for the six months school term, but that the county board of education shall pay to the board of trustees of the special chartered school tuition for such children for the six months term. The amount of such tuition shall be determined in the following manner: The per capita cost of maintaining

the city schools for the previous year shall be ascertained by dividing the sum of the amount spent for salaries and all operating expenses and the proceeds from bond taxes for building and equipment, by the average daily attendance of pupils as shown on the official reports of the treasurer and superintendent of the special chartered school. On the basis of this per capita cost for the year shall be determined the per capita for the six months school term. From the six months per capita cost, thus derived, shall be subtracted the per capita county apportionment for teachers' salaries, building and incidentals. The remainder shall be the tuition charge which the county board of education shall be required to pay to the city school on or before March 1st of the current year. This per capita may be calculated for the elementary and high school departments separately.

5. That the boards of trustees of the special chartered school shall charge the parents of children admitted to the city schools, upon order of the county board of education, tuition for the time such children attend beyond the constitutional six months term. Such tuition shall be payable in advance. The amount of such tuition per month should be approximately the monthly per capita cost of maintaining the city schools. Provided nothing in this section shall prevent compliance with section 5477 of the School Law.

6. That children admitted to the city schools from rural territory shall be subject to the same rules and regulations which govern children living within the special chartered district.

RULING OF ATTORNEY-GENERAL ON THE BOND ISSUE

The State Superintendent of Public Instruction has received, in answer to an inquiry, the following ruling from Hon. J. S. Manning, Attorney-General:

It appears that a number of school districts in the State have held bond elections and voted bonds under Article 39 of chapter 95 of the Consolidated Statutes, as amended by sections 10 and 11, of chapter 91, Public Laws, Extra Session 1920. It has been discovered recently that said chapter 91 has not been properly and constitutionally enacted into law and consequently that all the provisions therein permitting municipalities or quasi municipalities to increase the amount of their indebtedness, or the rate of taxes levied upon their taxpayers, are absolutely void and of no effect. Upon this you ask Would it be possible for the next General Assembly to validate these bonds without having another election? It seems that the amount of bonds authorized to be issued in these elections and the rate of taxation voted by the people of the various districts are greater in each instance than those allowed by the above cited article of the Consolidated Statutes, which the void act attempted to amend. We see no valid objection to this action of the General Assembly, and if taken, we think it would validate the elections held, and authorize the issue of bonds not exceeding the amount voted, and the rate of taxation not exceeding the amount approved by the people at the election held under the void act. There would be held no defect in the authority of the General Assembly if the act shall be passed in accordance with the provisions of section 14, article 2 of the Constitution. The Legislature may always validate where it had original authority to legislate, and thus cure formal defects.

And to the contrary, it cannot validate legislation which it had not originally authority to enact. In

this case it had plain original authority to authorize the amount of bonds voted and plain authority to authorize the rate of taxation voted, and so, it may validate the amount of bonds voted, and the rate of taxes voted in these cases.

HOW THE SCHOOL AND THE LOCAL NEWSPAPER MAY HELP EACH OTHER

WINNIE DAVIS LEACH, *Principal of Hiddenite High School.*

No school should be without some sort of newspaper work. Newspaper editors are often ready to give subscriptions for worth-while news items and other contributions. In this age of practical education what could be more practical for an English class than reporting high school news and writing school editorials on current topics? Then, too, no school curriculum is complete unless present-day affairs, international, national, state, and local, are read and discussed.

Another type of material furnished is in the form of papers on historical and geographical subjects of local interest. One thing to be impressed on a child is an appreciation of his surroundings and traditions.

Although our county is small and undeveloped economically, it affords a number of subjects that are not only interesting for the pupils, but also entertaining and instructive to other people. We hope to write papers on these topics this spring: "The Mineral Wealth of Alexander," "Possibilities of the Rocky Face," "Our Undeveloped Resources," "Progress in Education Since 1900," "History of Our School," "The Beginnings of Our Town." Only the best will be sent for publication.

There is yet another source of mutual service—local biography. Too often we dwell on the greatness of a George Washington or an Abraham Lincoln and ignore the men and women whose quiet lives form the backbone of our community. Honor to the hero, but remember those who are doing "their little." During the Alexander summer school my language classes wrote excellent biographies of "localites"; but best of all, we began to appreciate our own men and women as we had never done before. Through the kindness of the editor of the county paper in printing these papers, I hope we realize more fully that men are great only according to their sphere and time.

After all, the scholars receive double value from the newspaper: first, information, and second, an incentive for a grade of work worthy of publication.

Almost every great play or novel contains a story which can be presented artistically in motion picture, without being made cheap or sensational.—DONALD CLIVE STUART, *Princeton University, in the Educational Screen for February.*

One who knows the history of the place in which he is living is far more likely to venerate it than he who is entirely ignorant of its story. To preserve this history is the function of the local historian.—JAMES SULLIVAN, in the *New York State Bulletin to the Schools.*

An acquaintance with the State's educational history should form a part of the informational equipment of every teacher and school officer. Send today for a copy of Dr. Knight's *Public School Education in North Carolina*. Regular price, \$2.00. Our price to subscribers, \$1.70 postpaid. The book will be sent and your subscription extended one year for only \$3.00. Send your order now to NORTH CAROLINA EDUCATION, Raleigh, N. C.

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PITH AND PARAGRAPH

A good municipal slogan: EVERYBODY OF SCHOOL AGE IN THIS TOWN CAN READ AND WRITE. Now beat the other towns to it and win the proud distinction of being first!

How one of the first grades in the Roanoke Rapids schools made a moving-picture show, as told by Miss Ross, is a mighty good piece of "reading", to quote from one of the children. Don't miss it, no matter what your grade.

When 250 high schools, through their 1,000 representatives, participate in the debating contests, it is about time to concede the educational force of this form of intellectual exercise.

The suggestion to erect a high-sounding "Temple of Americanism" at Rockville Center, N. Y., has been abandoned in favor of a \$500,000 memorial high school, in which meeting quarters will be set aside for veteran soldiers, sailors, and marines. Likely enough to prove a very happy decision.

Know your neighborhood, you might like it better, and also be a better citizen. Says James Sullivan, in the New York (State) *Bulletin to the Schools*, "The love of one's locality and a commendable pride in its achievements lie at the basis of true patriotism." And then he right thoughtfully muses that "it is difficult, nevertheless, to love something about which you know nothing." Generally so.

In Rochester, N. Y., the chamber of commerce rises up and takes a hearty crack at illiteracy in English. The entire city has been divided into districts and more than two hundred teams in a "learn English" campaign are rounding up all who cannot read, write, and speak English, and are undertaking to induce them to attend the city's night schools, and home and factory classes. A method which might be employed with fine effect in many other cities.

Who said teachers do not work but an hour or two

a day? Harken to this, copied from a note accompanying a brief account of some interesting work the writer was doing in her school: "If you think it worthy, print it. Owing to the fact that I teach eight (45-minute) periods and am principal, I do not have time for all the things I have planned. I am doing this work, however, as it is outlined in my paper." *Haec fabula docet*: It takes a lot of work to keep an efficient person busy.

PROF. C. W. WILSON DIES AT GREENVILLE

Painful were the tidings which brought to his friends in every part of the State the news of the sudden death, the night of February 1, of Prof. C. W. Wilson, at Greenville. The immediate cause was an attack of vertigo. Prof. Wilson was born near Apex, 54 years ago. He married Miss Carrie Josephine Mangum, of Scotland Neck, who survives him. Surviving also are his mother, Mrs. Sidney Wilson, of Apex, and a brother, William Wilson, of Staunton, Va. He had been a member of the faculty of the East Carolina Teachers' Training School since 1909, and was also the moderator of the Roanoke Rapids Association.

He was a faithful man in every relation of his life, and possessed in great fullness the confidence and high esteem of all who knew him, and the affection of those who knew him intimately. When his pupils spoke of him as their friend and recorded their appreciation of his Christian life they were but giving expression to what that useful life had steadily mirrored forth to all who knew him best.

W. F. M.

"IT WILL DO A WORLD OF GOOD"

Thus writes Dr. Gilbert T. Rowe about the booklet published by Supt. M. B. Andrews, of Fayetteville, telling "How to Work Your Way Through College." This intensely interesting pamphlet of sixty-odd pages contains the story of the author's experience at the task he is trying to make easier for other boys and girls, and also messages to these young people from thirty or more distinguished leaders in the civic, political, and religious life of North Carolina. About half of the book is devoted to the story and the other to the messages.

The story is one of live human interest from beginning to end, racy at times with keen humor and laughable incident, but always straight to the purpose; and among the messages are many, notably that one by the late Governor Bickett, that are worthy of being stamped in letters of gold. We earnestly commend the suggestion that this book be used for prizes in schools, or as presents to the members of graduating classes. You can never tell for which or for how many of them it may do "a world of good." And for this purpose, Mr. Andrews, in making the price \$4.00 for ten copies, has come just about as near meeting you half way as the cost of things these times will permit him to do.

SUMMER TRIP TO CALIFORNIA

Attractive among the summer trips for teachers this season are the two educational tours now being arranged by Supt. M. T. Edgerton, of Andrews, N. C. The first tour extends from Greensboro, June 20, to San Francisco, August 19, and will include stop-overs for sight-seeing at Dallas and Los Angeles. This period also includes the summer school at the University of California the credits from which are accepted on North Carolina certificates. The second touring party will leave Greensboro July 25 and join the first party at San Francisco August 5, returning with stop-overs at Salt Lake City, Colorado Springs, Pike's Peak, and other points.

The first tour will include sixty days of travel, sight-seeing and study at a guaranteed cost of \$350. The second tour will include twenty-seven days of travel and sight-seeing for \$300. Railroad fare, sleepers, meals, room, board and tuition at the summer school, and the cost of sight-seeing trips at points named are included.

Consult the advertisement of the Edgerton Touring Company in this issue for further particulars and write for booklet about these trips. W. F. M.

TWO TREMENDOUS PROBLEMS

It is not unlikely that the school attending population of the United States is greater at the present time than that of any other country in the world, though even here the attendance for the country at large seems far below what it should be in an efficient system of education. The recent census showed the total school population (between the ages of 5 and 20) for the States and the District of Columbia to be 33,250,870. Of this vast number 21,373,976, or not quite 64.3 per cent, were listed as school attendants.

Here, then, are the two great educational concerns of the time: (1) the proper instruction and training of the 64 per cent in school, and (2) the rapid and complete as possible reduction of the percentage not in school.

Of every 100 children theoretically headed for school every new year, 36 fall out of ranks for some reason, good or bad, and do not see the inside of a schoolhouse. Where are the 11,876,894 children of America between the ages of 5 and 20 who do not go to school? Some are in Utah, which shows an attendance percentage of 73, the highest of any State in the Union; a good many are in Louisiana, which shows an attendance percentage of 53, the lowest in the Union; the others are in the other States with attendance percentages between these two extremes. The five States nearest Utah at the top are Iowa, Nebraska, Montana, Idaho, and Oregon, all with percentages above 70.

While these facts should enlist concern and serious attention, there is no occasion for disquieting alarm in them. Of the nearly 12,000,000 out of school, more than 10,000,000 are composed of two classes: (1) under seven, who yet have a dozen years of opportunity, and (2) above thirteen years of age, who in all probability

have not totally neglected their past educational privileges. A greater ground for disquieting concern is found not in the number out of school, who either have been to school or may yet go, but in the number of illiterates who are altogether missing precisely what the schools are provided for.

These are the two great educational problems of the present: (1) rightly instructing those in school, and (2) holding down to the lowest practicable percentage the number of those who are temporarily out of school and of those who miss the schools entirely.

SPECIAL SUBSCRIPTION OFFERS FOR THE MONTH OF MARCH

Orders still come to us from new subscribers who wish to have the back numbers from last September which contain the Reading Circle outlines and so many other valuable articles. At present we can furnish these, but we cannot say how long the limited supply will last.

Our readers, therefore, will do NORTH CAROLINA EDUCATION and their non-subscribing friends both a good turn by letting it be known that new subscribers may obtain these fall numbers. Owing to the lateness of the subscription season, we make the following special offers to *new subscribers*, good for the first 300 subscriptions received in the month of March:

For 75 cents—The six monthly numbers from January to next June. Regular price, 90 cents.

For \$1.25—The ten numbers from last September to next June. Regular price, \$1.50.

For \$1.20—The ten numbers from last September to next June, and also ten miscellaneous back copies (no two alike), any one of which may contain something worth more than the cost of all. Regular price, \$3.00.

For \$1.60, Renewal Offer—It may be that quite a number of the more recent subscribers to NORTH CAROLINA EDUCATION would also like to have the ten miscellaneous back numbers. So to them we are glad to make this offer: For your renewal order with \$1.60 received in March, your present subscription will be extended another year, and we will also send you at once ten miscellaneous back copies, no two alike.

Remember that these offers apply only to the first 300 orders received in March, for our supply will not probably take care of a greater number. Such an opportunity may not come again in ten years. Take advantage of it at once.

An acquaintance with the State's educational history should form a part of the informational equipment of every teacher and school officer. Send today for a copy of Dr. Knight's *Public School Education in North Carolina*. Regular price, \$2.00. Our price to subscribers, \$1.70 postpaid. The book will be sent and your subscription extended one year for only \$3.00. Send your order now to NORTH CAROLINA EDUCATION, Raleigh, N. C.

THE FIRST LAW OF TEACHING

A frequent recurrence to foundation principles is a good and salutary precaution for all who would follow the rule of being sure they are right and then going ahead with confidence and energy upon their tasks. This pausing to take one's bearings afresh, wise at any season, is especially appropriate at the beginning of the year, when aspirations are formed, plans laid out, and resolutions taken. How may I become a better teacher in the approaching year than I was last year? asks perhaps many a reader. If endowed with reasonable capacity for self-criticism, no teacher who institutes such an inquiry will be entirely at a loss as to how to proceed in the business of self-improvement; but of all who seek such self-improvement, none should omit giving serious attention and the highest appraisal to the first great law of teaching, which is the thorough intellectual understanding and mastery, upon the part of the teacher, of the thing to be taught. Such mastery is fundamental. All methods and devices, all problems and projects in class-work, are merely auxiliary to good teaching that must be based upon this first great law.

In Gregory's "The Seven Laws of Teaching," which may not inaptly be described as a little "masterpiece on the art of teaching," the first law is stated as follows:

"A teacher must be one who *KNOWS* the lesson or truth or art to be taught."

And the rule based upon this law is set forth in these words, every one of which is worthy of full emphasis:

"Know thoroughly and familiarly the lesson you wish to teach—teach from a full mind and a clear understanding."

Such excellence will not be attained without diligent application, without assiduons study; but the goal is worth the effort required to reach it. It is not likely to be reached by those who lightly loiter along the way or are easily turned aside by trivial things.

At the opening of Princeton University last fall, President John Grier Hibben said to the students assembled before him: "It is my hope that you come to Princeton with a hunger and thirst after knowledge."

"There is, he continued, "a story about a conversation between two college students interested in the evening's occupation—in this case the two men decided to spin a coin: go to the movies if it landed heads, to a dance if it was tails, and to study if it stood on edge. I hope that you will put your studies in the first place."

The teacher who studies, who, in preparing for each task during the year, gives first place to mastery of the thing to be taught, will not be without some very welcome satisfactions when at the end of the twelve-month a backward glance is given to what has been accomplished.

W. F. M.

When changing your address, please give the old as well as new address, and say with what issue you wish the change to begin.

ON MAKING SCHOOL SYSTEMS POPULAR

"As is the teacher, so is the school." Mr. Frank M. Harper, formerly superintendent of the Raleigh schools, would add, "and so, also, is the school system." Writing of a recent visit to the Fayetteville schools, in which he found the people, their school board, and the teachers all co-operating in the finest spirit with Supt. M. B. Andrews, Mr. Harper said:

"After all, the popularity of a system of schools depends most on the technique of class-room instruction. Skillful teaching by experienced teachers will make any system of schools popular. The hundreds of mothers whose children return home daily know almost intuitively the quality of the work that is being done in the schools. These mothers determine the fate of the school officials in many instances."

For a full share in the success and popularity of the public school system of Fayetteville, Mr. Harper very properly gave credit to the teachers under whose guidance, he declared, "the children of the Fayetteville schools are enjoying as good advantages as children enjoy anywhere in the State."

QUESTIONS ON LEGAL AND BUSINESS TERMS

For answers to these questions, consult the indicated pages of *Webster's New International Dictionary*.

	PAGE
What is a privileged communication?.....	1708
What is presumptive evidence?.....	1701
What is compounding a felony?.....	458
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HAD HAD NO CHANCE

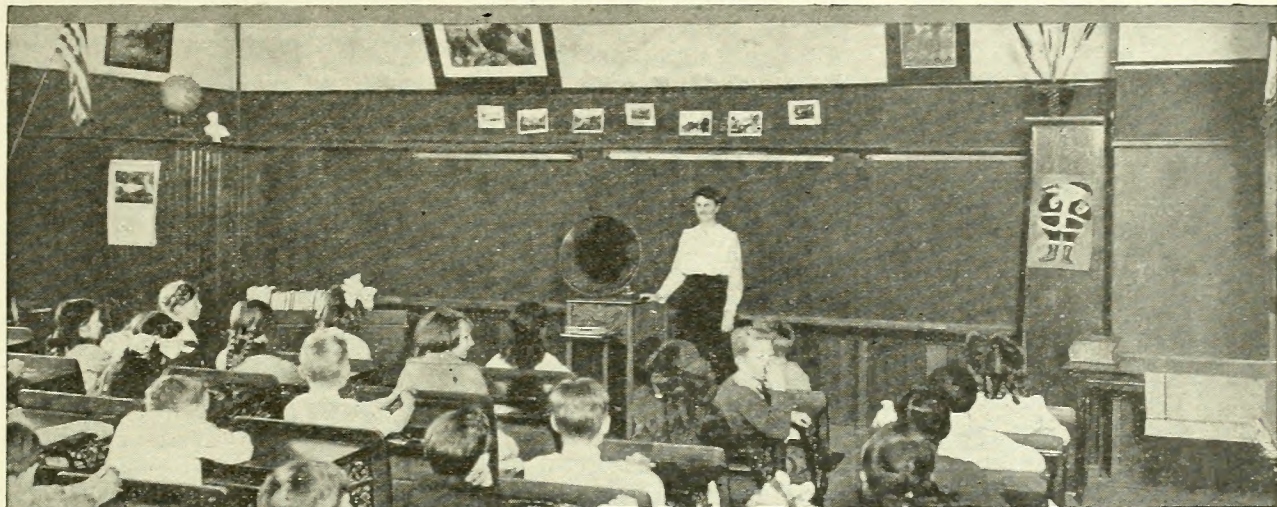
William Allen White, the Kansas editor, was talking about droughts.

"One summer during a terrible drought," he said, "a tourist was passing through Arizona. He put up one night in a town so dried up that even the trees had yellowed and withered. 'Does it ever rain here?' the tourist said to the landlord of the hot, dusty hole.

"'Rain?' said the landlord. 'Why, stranger, there's five-year-old bull frogs in this here town what ain't never learned to swim yet.'"—*Monroe Journal*.

Since Washington was inaugurated President the United States has spent \$67,000,000,000, of which amount it is said that 58 billions of dollars has gone to pay for war and \$9,000,000,000 for peace. Surely the limit of the patience and endurance of the people has been reached.—*Wesleyan Christian Advocate*.

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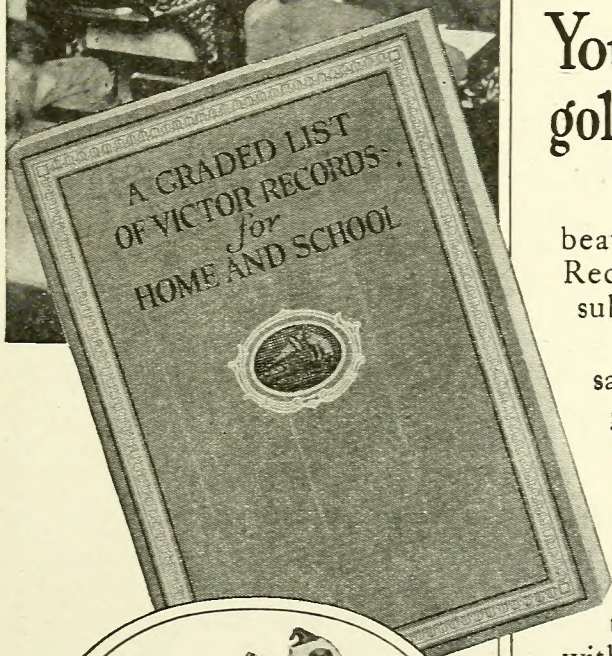
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STATE SCHOOL NEWS

SCHOOL NEWS BRIEFS

The Scotland Neck youngsters are greatly enjoying their new all-steel playground equipment. It was secured by the parent-teacher association.

Asheville is putting into operation a half-million-dollar building program. Four new school buildings are to be erected.

The election in Rockingham, Feb. 21, on the question of a bond issue of \$100,000 for high school enlargement, was carried by a vote of 286 to 6.

Several hundred young men and women in Durham who are unable to attend the day school are attending night classes in domestic science and business at the high school.

Wadesboro sold bonds a few days ago to the amount of \$125,000 at a premium of \$2,667.55, for the purpose of erecting a new school building. Work will begin shortly.

The board of aldermen of the city of Burlington has ordered a special election to be held April 4, to approve or disapprove the issuance of school bonds in the sum of \$100,000 for additional school buildings.

State-wide contests in music by high school students have just been announced by Prof. Wade R. Brown, of the North Carolina College for Women in Greensboro, the final contests to take place at the college on May 6, 1922.

Asheville has a class of eighty enrolled in a course of salesmanship. The full term will be 48 weeks. The school will be operated through the co-operation of the Asheville Merchants' Association and the State and Federal Vocational Boards. Mrs. Ella S. Tuttle will direct the class.

Supt. W. H. Cale of the Lumberton schools, has arranged to have some local business explained to the school children each week. This is a part of the regular Friday morning chapel exercises. The building and loan association, the local newspaper, the banks, cotton mills, and other enterprises, furnish the subjects and the speakers.

G. Lloyd Preacher & Company, architects of Raleigh, Atlanta, and Augusta, have been awarded the contract for a fourteen-room school building at Vanceboro. The brick building is to be a modern fireproof building, containing a large auditorium, teachers' rooms, a principal's office, a community room, and a stationery room. The cost will be \$45,000.

Fifty-eight seconds was the time required to empty Grainger high school in Kinston of several hundred students, grammar grade pupils and teachers in a fire drill the other day. Three blasts on a whistle was the

signal. The classes were utterly unprepared. Two blasts on the same whistle would have meant something in the school routine. The building was emptied in perfect order.

Mr. Angier B. Duke, of the class of 1905, and his sister, Mrs. Anthony J. Drexel Biddle, Jr., who will be remembered as Miss Mary Duke, of the class of 1907, both of them now living in New York City, have given

\$25,000 to the fund being raised by the Trinity alumni for the erection of the alumni memorial gymnasium in honor of the twenty-two Trinity men who gave their lives in the World War.

The Free Will Baptists will start construction of the first of three buildings for a combined college and high school at Ayden during the first of April. At least \$200,000 will be expended, according to local estimates. The construction of all three buildings will not be undertaken at one time. The institution will be the principal seat of learning of the Free Will Baptists in the southeast.

Cullowhee Normal and Industrial School SUMMER QUARTER

Cullowhee Normal and Industrial School, a State institution for the training of primary and grammar grade teachers, is centrally located in the counties of North Carolina west of the Blue Ridge.

The Summer Quarter for 1922, consisting of two six-weeks' terms, will open May 30 and close August 18. The second term will open July 11.

This institution affords a maximum opportunity to teachers at a minimum cost in a section noted for its inspiring scenery and delightful climate.

Those desiring catalogs or special information will please address

W. E. BIRD, Summer School Director, CULLOWHEE, N. C.

NEW YORK UNIVERSITY SUMMER SCHOOL

Announces a series of important courses of interest to School Executives, including special conferences on the following subjects:

1 STATE EDUCATION, led by the following state superintendents:

DR. T. E. FINEGAN, Pennsylvania
DR. A. B. MEREDITH, Connecticut
and others.

2 CITY EDUCATION, led by the following city superintendents:

DR. W. L. ETTINGER, New York
DR. H. S. WEET, Rochester
DR. FRANK BALLOU, Washington
and others.

3 PROBLEMS OF SCHOOL BUILDINGS, led by

MR. W. B. ITTNER
and other prominent school architects.

In addition, the Summer School will offer a complete program of courses in education for teachers, supervisors, and administrators. For information, address

DEAN JOHN W. WITHERS, Director
Summer School, New York University
32 Waverly Place, New York City

Sanford votes on a bond issue of \$100,000 March 14. It is not intended to sell more of the bonds at present than will be necessary to meet the most urgent of present needs, about \$30,000. An annex will be added to the East Sanford building, the West Sanford building will be disposed of, and a new building erected on a different site recently purchased.

ACCREDITED SCHOOLS IN SOUTH

Report of Commission Shows Number in Each State and a List of Accredited High Schools in North Carolina

The report of the Commission on Accredited Schools of the Association of College and Secondary Schools of Southern States, shows that there are forty-four high schools in North Carolina on the accredited list of this association. The number of accredited schools in other States follow:

Alabama, 31; Arkansas, 30; Florida, 43; Georgia, 64; Kentucky, 38; Louisiana, 30; Mississippi, 19; South Carolina, 22; Tennessee, 52; Texas, 79; Virginia, 43; West Virginia, 54.

Only high schools are admitted to membership in the Association of Colleges and Secondary Schools of Southern States, which meet the requirements regarded as necessary for first class high school work. Before a high school is admitted to membership it must first have high school teachers who are graduates of standard colleges. They must also meet certain requirements as to laboratory equipment, libraries, number of students per teacher, number of recitations per days, etc.

The advantage of being a member of this association is that the graduates of the high schools which are members are admitted to colleges without examination. The North Carolina accredited schools are as follows:

Asheville School, Asheville.
Asheville Normal School, Asheville.
Asheville High School, Asheville.
Bingham Military School, Asheville.
Blue Ridge School for Boys, Hendersonville.
Burlington High School, Burlington.
Chapel Hill High School, Chapel Hill.
Canton High School, Canton.
Davenport Preparatory School, Lenoir.
Durham High School, Durham.
Edenton High School, Edenton.
Elizabeth City High School, Elizabeth City.
Fassifern High School, Hendersonville.
Fayetteville High School, Fayetteville.
Gastonia High School, Gastonia.
Greensboro High School, Greensboro.
Greenville High School, Greenville.
Grove Park School, Asheville.
Hendersonville High School, Hendersonville.
Hickory High School, Hickory.
High Point High School, High Point.
Kinston High School, Kinston.
Laurinburg High School, Laurinburg.
Lenoir High School, Lenoir.
Mars Hill College, Mars Hill.
New Hanover High School, Wilmington.

Oak Ridge Institute, Oak Ridge.
Raleigh High School, Raleigh.
Reidsville High School, Reidsville.
Roanoke Rapids High School, Roanoke Rapids.
Rocky Mount High School, Rocky Mount.
St. Genevieve's Academy, Asheville.
Salem Academy, Winston-Salem.
Shelby High School, Shelby.
Smithfield High School, Smithfield.
Snyder Outdoor School for Boys, Lake Junaluska.
Statesville High School, Statesville.
Tarboro High School, Tarboro.
Trinity Park School, Durham.
West Durham High School, West Durham.
Wilson High School, Wilson.
Winston-Salem High School, Winston-Salem.

Ancient Building in Louisburg Burns

Louisburg, Feb. 18.—The old academy building, recently destroyed by fire, was one of the oldest in this section, having been built more than a hundred years ago. Many of Franklin's prominent citizens received their education in it and some noted teachers have taught in it. The loss is placed at \$4,500, with \$4,000 insurance. It is believed that the fire was of incendiary origin, as citizens first arriving at the building say it started on the front porch, and two persons are reported as having been found in the vicinity of the building. It had been in use as a school building, and since its burning the pupils are using the Sunday school rooms of the Methodist Church.

George Peabody College for Teachers

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Summer Session

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Second Term, July 19 to Aug. 29

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Courses for mature students who cannot satisfy college entrance requirements.

Special courses of preparing teachers for high salaries of the Smith-Hughes work.

Many courses for preparing teachers for critic teaching, supervision, Normal school work or administrative positions.

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CHANGES AT WOMEN'S COLLEGE

President Foust Seeks to Improve Plan of Administration

Greensboro, Feb. 23. — Reorganization of the plan of administration of the North Carolina College for Women here, the State's institution for young women has been made, rather radical changes being made in the organization of the faculty and of the administrative officers of the college, it was announced here today.

Two considerations made the reorganization necessary, President Julius I. Foust states. They are:

The large increase in attendance nearly 1,000 students being enrolled this year, about 200 more than the largest enrollment heretofore. By the beginning of the next session next autumn, three additional dormitories will be in use, providing room for about 400 to 500 more students, making the enrollment around 1,400.

The present organization does not conform to that adopted and used by any first class college. As the curriculum has been enlarged and as the number of units for admission has been increased and other changes made in order that the institution might conform to college standards, the nucleus of the original has been raised and has been added to in various ways without making any fundamental changes.

Columbia University has signally honored the college, placing it upon the accepted list. The institution last fall was admitted to the Association of Secondary Schools and Colleges of the Southern States, thus becoming a member of the body of recognized standard colleges of the country.

The reorganization plan of the college follows:

1. The classification of the faculty into professors, assistant professors, instructors and assistants.

2. The division of the college into:

- A. The College of Liberal Arts and Science. (Includes the organized faculties of Social Science, Language and Literature, Mathematics and Sciences.)

- B. The School of Education.

- C. The School of Music.

- D. The School of Home Economics.

- E. The Graduate Division.

- F. The Extension Division.

- G. The general faculty, composed of the faculty, the instructional force and the chief officers of the administration.

4. A faculty council composed of the president, deans, professors, etc., and five assistant professors elected by the general faculty.

5. An administrative body known as the cabinet, composed of the deans and chairmen of the faculties.

The following officers were elected by the board of directors for the offices named:

Vice-president of the college, W. C. Jackson; dean of the College of Liberal Arts and Science, W. C. Smith; dean of the School of Education, Prof. John M. Cook; dean of the School of Music, Prof. Wade R. Brown; dean of the School of Home Economics, Miss Blanche E. Shaffer; chairman of the faculty of Language and Literature,

Miss Virginia Ragsdale. The chairman of the faculty of Language and Literature will be elected at a later meeting of the board of directors.

The Value of Charts in Visualizing School Records

In the February issue of *The American School Board Journal* E. L. Bowman, director of vocational education, Erie, Pa., has an article, "Watchtowers in Charts," the second in a series called "Graphic Aids in School Administration," designed to help school executives show actual conditions as to attendance, financial statistics, etc., in their schools. The value of using charts and graphs is emphasized as one of the best means of quickly visualizing the facts to the board of education and to the public. One takes in through the eye infi-

nitely more than through the ear, so the worth of such methods is quite evident. Mr. Bowman discussed three types of charts, the curve-chart, the bar-chart and the pie- or circle-chart, commending the bar-chart particularly as being most easily comprehended.

It may be interesting to the public to know that Supt. Thos. H. Franks has been using this method in the Smithfield schools even before the publication of the charts in Tuesday's issue of *The Herald*. Last fall bar-charts appeared on the bulletin board at the school showing comparisons in attendance of the different grades.

Mr. Franks in making his monthly report to the school board on the first Monday in February, used graphs to show the increased attendance this year over last. After the mid-term ex-

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Vergil and A Latin Grammar—Burton.

French: Practical French Course, Mon Petit Trott—Cardon.

A la Maison Francaise—Cardon and Weeks.

Spanish: Lecturas Faciles, Correspondencia Comercial—Wilkins and Luria.

Un Drama Nuevo—Tamayo y Baus.

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aminations he used other charts to show the relation of good attendance upon promotions. These facts were presented so strikingly that the members of the board thought it a good thing to show these facts in the same striking manner to the public. Cuts were made of these charts, two of which appeared Tuesday, two more being published in this issue. So far as we know, no other school executive in the State has used this method of working out information which is of value not only for the superintendent in checking up his work, but which is of material assistance in securing the co-operation for the public in matters pertaining to the school.

It is gratifying after reading the article referred to in *The American School Board Journal*, to know that

Smithfield has a school superintendent who is abreast of the time in his profession, and who has already been practicing the very methods advocated by Mr. Bowman, using the bar-chart which is regarded by Mr. Bowman as probably the best adapted to the comprehension of the majority of people. —*Smithfield Herald*, February 24.

Death of Mrs. John C. Scarborough

The many friends of Mrs. J. C. Scarborough, whose distinguished husband was for sixteen years State Superintendent of Public Instruction, died at the home of her daughter, Mrs. Nicholson, in the city of Raleigh last Wednesday morning. She was buried beside her husband in the cemetery at Selma on Thursday afternoon. Dr. T. W. O'Kelly, pastor of the First Bap-

tist Church, accompanied the funeral party to Selma. Services were held at the home of Mrs. Nicholson in Raleigh. Dr. R. T. Vann, who knew Mrs. Scarborough for many years, made a very appropriate talk and Mr. Hartwell Scarborough, the only son, paid a beautiful tribute to his mother. Mrs. Scarborough leaves three children: Mr. Hartwell Scarborough, who teaches at Macon, N. C.; Mrs. Nicholson and Mrs. Lawrence, who live in Raleigh. —*Biblical Recorder*, Feb. 22.

The second annual meeting of the teachers of classics in schools and colleges of the South will take place in Atlanta, Ga., April 27, 29, 1922. Emory University will be the host of the association. April 24-25, is Grand Opera Week in Atlanta, and the date was purposely chosen.

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English Teachers to Meet in Greensboro, March 17-18

The State Council of English Teachers will hold its annual conference at the North Carolina College for Women on Friday and Saturday, March 17 and 18, according to announcements just made by the president of the council, Miss Rennie Peele, of the Goldsboro High School. The first meeting will come on Friday evening, and there will be morning and afternoon sessions on Saturday.

Charles Swain Thomas, well known teacher and writer, and now associated with the Atlantic Monthly Press and its educational publications, will be the chief speaker at the opening meeting, and will take part in the discussions at the other sessions.

Mrs. T. W. Bickett in Health Work

Plans that have been in formation for more than a year resulted a few weeks ago in the appointment of Mrs. T. W. Bickett as director of the educational section of the Maternity and Infancy Bureau of the State Department of Health and her acceptance of the work.

Mrs. Bickett's work will deal directly with educational work among the mothers of the State. In 1920 80,000 babies were born in North Carolina. Ten thousand of them died before they were a year old, largely because of lack of intelligent care of the mothers before they were born, and to neglect at the time of their birth. The maternity bureau will concern itself with educational work among expectant mothers, and in the care of young babies.

The board will be completely or-

ganized by April 1. Mrs. Bickett will spend part of her time in the field, delivering addresses and personal work.

Dr. L. A. Williams to Leave the University

After eight years in the University as professor of school administration, Dr. L. A. Williams has tendered his resignation to the University authorities to accept a position in the Uni-

versity of California as head of the department of secondary education in that university.

Dr. Williams received his A.B. at Dartmouth in 1903 and his doctor's degree at the New York University in that year, and has rendered a very efficient service since that time. Dr. Williams will leave about the middle of the summer and assumes his new duties about the middle of August.

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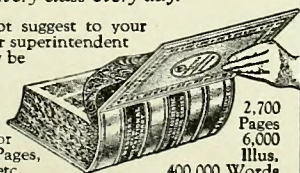
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From the December number of the *Forsyth County (School) News*: Nine community clubs have thus far been organized. The city library of Winston-Salem, has at last been opened to the country people, thus greatly helping along the study of English in the rural schools. Original compositions published in the *News* show good effects of Miss Camp's emphasis upon the study of English in the school this year. We would suggest that the *News* carry along with its editorial board a list of the county board of education and all their allied helpers.

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By M. B. Andrews, Superintendent of Fayetteville Graded Schools.

THE State lost one of its greatest men in the death of Thomas Walter Bickett, the War Governor, the Peace Statesman, the friend of the average man, your friend and mine. One of his final messages was sent to me not very long before he died—and I am now ready to send it to you, Ambitious Young People of North Carolina. It is a message of inspiration you ought to have. He sent it to me in reply to my request for something from him to put into my pamphlet entitled, "How to Work Your Way Through College." You have a right to know the Governor's answer, and you need not delay a second, for the book is now ready.

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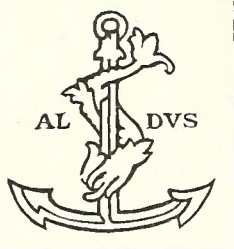
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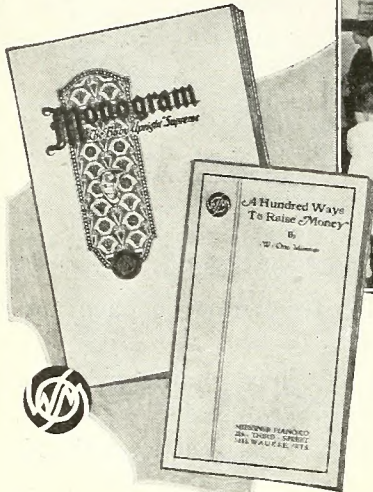
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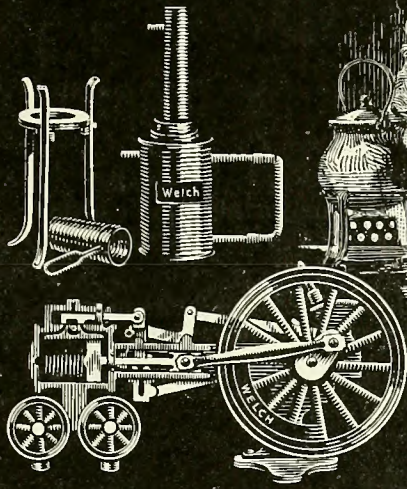
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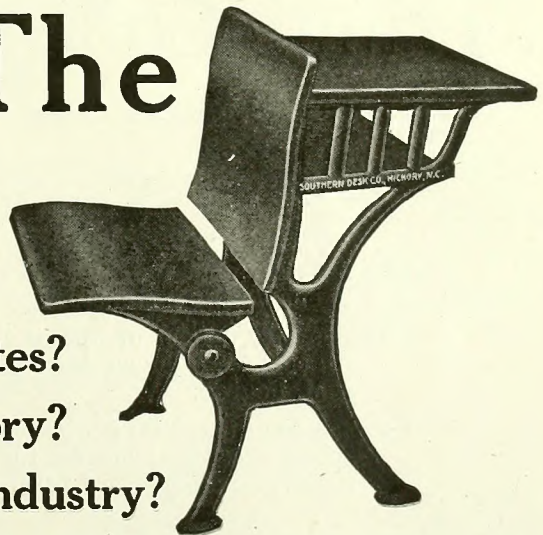
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress
and Civic Betterment

Vol. XVI. No. 8

RALEIGH, N. C., APRIL, 1922

Price: \$1.50 a Year

The Little Trumpeters

MARGARET PRESCOTT MONTAGUE, in the *Atlantic Monthly*, for April.

I met the herald jonquils
Amid the grass today,
They trooped, the little trumpeters,
In glad and green array;
Each held a golden bugle,
And each a spear of green,
They said that they were messengers
From April's misty queen.

Spring gave a swift direction,
A hidden countersign,—
Mayhap it was the bluebird's pipe,—
They straightened up in line;
There came a rushing whisper,
A mystic sudden breeze;
It tossed their little horns on high,
Their trumpets to the trees.

They blew a golden message,
A shout of love and spring,
A tip-toe blast of just one word—
A word for stars to sing;
They tossed their living trumpets,
The word they blew and blew—
And the word, O Lord of Life, the word
Was You! You! You!

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North Carolina Education

Vol. XVI. No. 8

RALEIGH, N. C., APRIL, 1922

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OPPORTUNITY AND OBLIGATION—A MESSAGE TO THE TEACHERS' ASSEMBLY FROM ITS NEW SECRETARY

In accepting the position as Executive Secretary of the Teachers' Assembly, I am deeply conscious of the many obligations involved and of the great opportunities which are open for service to the teachers of the State. The Assembly is primarily an organization of teachers and should function in such a way as to promote the welfare of the teaching profession. Before all the teachers can be benefited, it is positively necessary to have an enrollment 100 per cent strong. The records show that there were 14,165 teachers in the public schools of North Carolina in 1920. Of course, there are many more now. Including teachers in the various institutions of higher education, there ought to be an enrollment of 16,000 teachers in the Assembly

by the date of the Thanksgiving meeting. This will be our goal, and we shall work to that end.

However, the North Carolina Teachers' Assembly must exist for the sake of the children. In 1920 there were 840,981 children of school age in the State, of whom 691,000 were enrolled in the public schools. The Assembly must have a policy and a program which will insure the right kind of education for every one of these children.

I bespeak the active and enthusiastic support of superintendents, principals and teachers in the great task which the Assembly will undertake.

E. J. COLTRANE,
Executive Secretary.

Roanoke Rapids, N. C., March 30, 1922.

DISTRICT MEETINGS OF THE COUNTY SUPERINTENDENTS

By E. C. Brooks, State Superintendent of Public Instruction.

It is very important that the county superintendents have a thorough discussion of the whole subject of finances before making up their May budgets. As it is impracticable to hold five district meetings before the month of May, three meetings in the following places are suggested instead:

Asheville (Wednesday and Thursday), April 5 and 6.
Greensboro (Thursday and Friday), April 20 and 21.
Goldsboro (Wednesday and Thursday), April 26 and 27.

The officers of the different districts are requested to call their county superintendents to assemble at the place designated that is most convenient in each case.

We desire to have as full a discussion of the tax question as possible. It is hoped that not only all the superintendents will attend these conferences but that the members of their school boards and other citizens interested in education will attend also. The principal matters to be discussed are indicated in the following:

PROGRAM

2 P. M.—OPENING MEETING

1. County Summer Schools:
(a) Plans presented; (b) General discussion.
2. Approved Summer Schools:
(a) Plans presented; (b) General discussion.

3. County High Schools:

- (a) Standard; (b) Nonstandard.

8 P. M.—PUBLIC MEETING

1. School Taxation Program.
2. Illiteracy:
(a) Ages 10-20 years inclusive; (b) Ages 21 years and over.
3. An Efficient Elementary School.
Open forum for discussion of individual and general county problems.

UNITS FOR TAXATION AND SUPERVISION

Much of the thoroughness and efficiency of a school system depends upon the size and character of the school unit of taxation and supervision. The small local district with a small enrolment and small taxable wealth is a relic of pioneer times and is an obstruction to educational progress. The size and shape of the local school district must be determined not only by its educational needs but by its revenue resources. As the child is as much a citizen of the county and State as he is of the local district, a part of the cost of his education should be borne by the county and the State. The county should be a unit for taxation and supervision in order to equalize educational opportunities and establish uniform standards throughout the country. The State should be a unit for taxation and supervision in order to equalize the educational opportunities and maintain uniform minimum standards throughout the State.—Resolution No. 4 by the Department of Education, N. E. A.

SUGGESTED SCORE CARD FOR ELEMENTARY SCHOOLS

By SUSAN FULGHUM, of the State Department of Education

The desire to make the schools of the State as efficient as possible should be universal among our people. Every spot where good schools have displaced unfit ones marks the location of some vigorous, courageous superintendent, earnest teacher or enthusiastic citizen. When a people have been aroused, their pride and sentiment stirred, and information given them as to what constitutes a good school, they are ready to follow. The people of a community should know the essentials to be accomplished by each grade, what should be expected of a pupil completing the seventh grade, and the material equipment necessary for successful work and the best development of the children.

A suggested score card for rating the elementary schools is given below. About 95 per cent of the school children of the State are in the first seven grades. Sanitary and comfortable schoolrooms, properly equipped, and in charge of trained teachers, show that a community is giving the best opportunity to the boys and girls. In giving the best to the children a high classification for the school is obtained. Therefore, citizens, school officials and teachers should understand that a high score is desired in order to provide good educational advantages for the boys and girls.

Many schools in the State are meeting these essentials and accomplishing splendid results. These schools should be recognized, and their efficient work and forward looking policy known to all the people. When schools lack certain facilities, organization and continuity in the course of study, if attention is called to these matters it leads the way to securing them. By checking a school by this suggested score card the items needed for efficient work may be discovered, and the improvements to be worked for next year may be decided upon, before the school closes this spring.

We are suggesting a plan for classifying and rating schools. It is published here for teachers, principals and superintendents to study. If it meets their approval, we shall be glad to follow it up and coöperate in the classification and building up of the elementary schools. The plan is tentative, and any suggestions for improving or changing it will be considered. The score card has been used with several schools. Superintendents and teachers have found it very helpful. The writer will be glad to confer with any others who are interested.

HOW TO ASCERTAIN THE RATING OF A SCHOOL

Each school should be rated upon the basis of 100 points. The score for each school room should be found. Then the average for all of them. This shall be the score for the school.

Any school which is given a rating of 90 per cent or higher is an A Class or Standard School; provided there are at least four teachers for the seven grades.

Any school which is given a rating of less than 90 per cent but 80 per cent or higher is a school of B Class; provided there are at least four teachers for the seven grades. All schools not meeting the requirements for the A or B Class would be C Class Schools.

In finding the rating for any school the score for each item shall be the same as that which is printed on the score card or nothing. For each item in which the school does not meet the requirements fully, place an "X" in the score column. The total score shall be obtained by adding the separate scores together.

I. The School Ground—6.....

1. Two or more acres of well-drained and well-kept grounds (including a good walk), 3—
- One acre or more (less than two) shall be given a score of.....2 —

- Less than one acre shall be given a score of.....1 —
2. Play ground apparatus (three of the following) 2—
- a. A giant stride.
- b. A modern teeter-board.
- c. A coaster slide.
- d. A low, strong slide.
- e. Baseball ground and equipment.
- f. Basketball ground and equipment.
- g. Four shade trees.....1 —

II. The School Building—20.....

1. Foundation, all floors, walls and roof in good repair and clean. (This requirement includes the painting of all frame buildings on the school ground; convenient provision for fuel; and approved provision of safety against fire) 3—
2. Interior walls, ceiling and woodwork, clean; color—cream, light tan, green; woodwork—brown, walnut, or dark oak, stained or painted; basement rooms painted or whitewashed. Color 3—
3. Adequate cloak rooms, properly heated and ventilated 1—
4. Air space of 220 cubic feet to each pupil. Number of pupils, —. Cubic feet per pupil, — 3—
5. Lighting from left only, or from left left and rear, at least one-sixth of the floor space, with all windows in good repair—with locks 3—
6. Adequate, sanitary indoor toilets, properly heated and ventilated 3—
- Adequate sanitary outdoor toilets, widely separated, properly screened, with good dry walks leading to the same—shall be given a score of.....2 —
- (Toilets must be free from markings and drawings.)
7. Gymnasium and auditorium for community meetings combined 4—
- Gymnasium only shall be given a score of.....2 —
- Auditorium for community meeting shall be given a score of.....2 —
- (If only one, underscore.)

III. Heating and Ventilation—7.....

1. Boiler with adequate radiation, furnace with fan, or school-room heater properly jacketed with fresh-air intake, capable of heating the school room or rooms to 70 degrees Fahrenheit in zero weather. (Underscore) 3—
2. Proper use of fan, intake or fresh air through wall boxes under radiators or under room heaters or furnaces, with ample provision for removal of foul air through flues provided for same, window ventilation also used. (Underscore) 3—
3. Tested mercury thermometer in connection to automatic control of heat or suspended to within four feet of the floor halfway between the intake of heat and opposite wall 1—

IV. Equipment—21.....

1. United States flag of good quality, not less than three feet by four feet in size, on a flag pole or on roof of building.....1 —
2. Single well-varnished desks which fit the pupils (cleaned regularly).....2 —
3. Blackboards, preferably slate, placed in front of the schoolroom and to the right of the pupils, on which writing may be seen plainly by pupils from all parts of the school room, at least 80 square feet to each class room. Some of the blackboards should reach within 26 inches of the floor for the use of small children—kind2 —

4. Adjustable window shades in good repair	1—
5. Adequate supply of good drinking water—approved (requirements to be given) fountains or well or closed receptable with individual drinking cups. (Underscore).....	2—
6. Sanitary facilities for washing face and hands; sweeping preparation; waste basket,	1—
7. A good teacher's desk and two chairs, a good bookcase, copies of all text books for use of teacher in each room, and a good pencil sharpener	1—
8. Library, reference books, supplementary readers. (a) Library of at least one book to each pupil, and a systematic plan for use. Permanent record in classified form. (b) A few good reference books in history, geography, civics and English for the grammar grades. (c) Three sets of supplementary readers for each of the primary grades and two sets for each grammar grade.....	2—
9. Two good framed pictures (approximately 15 inches by 20 inches), hung properly, in each room	2—
10. Piano or Victrola with ten good records (suggested list), for use in each room,	2—
11. Ample equipment for primary work. (Suggested list.)	1—
12. An approved set of encyclopedia and dictionaries for use in each grade above the fourth	1—
13. Globe 10 inches or more in diameter for use in each room above the fourth grade,	1—
14. Modern approved maps, geographical and historical, Asia, Africa, Europe, United States, North America, South America, Eastern Hemisphere, Western Hemisphere, and North Carolina, mounted on spring rollers, for use in each room above the fourth grade,	2—

V. Teaching Force and Organization—31

1. Qualifications of teachers. Teachers holding Primary and Grammar Grade Certificates (no experience, 6) with experience.....	10—
Teachers holding Elementary A Certificates (with no experience, 3) with experience	6—
Teachers holding Elementary B Certificates (no experience, 2) with experience.....	3—
2. Professional growth. Teachers pursue course in reading or professional study	2—
3. Teachers' meetings held for professional study—number	
Meetings held for consultation on matters—number	
Parent-Teacher organization (at least 3 community meetings during school year.) Number	2—
4. School Term. Nine months.....	2—
Eight months	1—
5. Enrollment. The average of the total enrollment for the year shall not exceed forty pupils per elementary teacher.....	3—

6. Number of teachers:	
A teacher for each grade.....	4—
Six teachers for seven grades.....	3—
Four teachers for seven grades.....	2—
(Not more than two grades to one teacher.)	
7. Per cent of attendance from beginning of school term to time inspection is made, 90 per cent to 100 per cent.....	2—
To date, per cent.	
85 per cent or higher, but below 90 per cent, shall be given a score of.....	1—
8. Classification (approved by superintendent or principal): (1) Pupils properly classified or graded. Work well organized. Regular study and recitation periods provided. (2) Daily program approved by superintendent or principal of schools posted in school room. Subjects given time in proportion to importance. When 20 or more pupils in one grade, the grade should be sectioned. (3) Record of organization and all report blanks well kept and up to date. (4) Reports of pupils' progress sent to parents and attention called to physical defects. (5) Course of study. Well arranged course of study, followed grade by grade. State course of study to be used as basis for classification and promotion of pupils.....	4—
9. Janitor. An efficient janitor under supervision of principal. Everything in basement or school building and grounds, under direct charge of janitor, clean and in good order. Daily attention to all toilets, wash bowls and to the school ground. Sweeping all halls and rooms after dismissal of school in the afternoon, dusting all halls and rooms before beginning of school in the morning....	2—

VI. Supervision and Standards of Work—15

1. The superintendent or principal shall be in charge of the whole school, with time to observe one full recitation with each teacher each week	3—
2. Provision for the teaching of public school music	1—
3. Provision for the teaching of drawing,	1—
4. Health supervision—by physician or nurse	1—
5. Provision for physical training.....	1—
6. Teaching and discipline good throughout the school	1—
7. Seventh grade pupils well prepared for high school (standard of work given).....	1—
8. Efficiency of teacher and community spirit certified to by superintendent or principal. (B rating, 3; C rating, 2.) A rating,	4—
9. Records. Each school shall keep permanent records showing: (a) The final standing and location of each pupil. (b) The certification, experience and position held by each teacher. (c) In classified form, books in the school library. (d) Outline course of study by grades. (e) An inventory of all school equipment (made at opening and close of term).....	2—
Total score	

PRINCIPLES FOR ACCREDITING COLLEGES

The colleges of the State have been working together with a view of reaching an agreement on fundamental principles, which should be the basis of a four-year college, and which will serve the State Board of Education in rating colleges throughout the State.

A committee, composed of President W. P. Few, Trinity College; Dr. C. E. Brewer, Meredith College; Prof. L. E. Cook, State College of Agriculture and Engineering, and Prof. A. T. Allen, State Department of Education, was appointed to formulate these principles and submit them to a meeting of the colleges, which was called for March 10-11. The report of this committee was submitted by Prof. A. T. Allen, and thoroughly discussed by the representatives of the colleges present. It was a full meeting of college repre-

sentatives, and the finest spirit of coöperation prevailed. The principles given below were unanimously adopted and will serve as the basis for the rating of colleges of A grade.

The same committee was instructed to continue the study and present standards for a two-year college and a three-year college, which the State Department may use in rating institutions of these classes. This report is to be ready early in the summer. E. C. B.

The Report of the Committee

The term "college," as used below, is understood to designate all institutions of higher education, which grant nonprofessional bachelor's degrees. The committee recommends that the following principles and

standards be observed in accrediting colleges:

1. The requirement for admission should be the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency, or the equivalent of such a course. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

2. A college should demand for graduation the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

Note 1: Two semesters should constitute a college year of not less than thirty-four weeks, exclusive of holidays.

Note 2: The recitation hour should be sixty minutes gross, or not less than fifty minutes of actual teaching.

3. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. For a college of approximately 100 students in a single curriculum the faculty should consist of at least eight heads of departments, devoting full time to college work. With the growth of the student body the number of full time teachers should be correspondingly increased. The development of varied curricula should involve the addition of further heads of departments.

The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a recognized graduate school, or a corresponding professional or technical training. It is desirable that the training of the head of a department should be equivalent to that required for a Doctor's degree, or should represent a corresponding professional or technical training. A college should be judged in large part by the ratio which the numbers of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff.

Teaching schedules exceeding 16 hours per week per instructor, or classes (exclusive of lectures) of more than thirty students, should be interpreted as endangering efficiency.

Note 1: One year of training above the bachelor's degree will be accepted until 1923.

Note 2: Instructors having entire charge of a course

should show one year of training in his particular field above the bachelor's degree.

4. The minimum annual operating income for an accredited college should be \$50,000, of which not less than \$25,000 should be derived from stable sources, other than students, preferably from permanent endowments. Increase in faculty, student body, and scope of instruction should be judged in relation to its educational program.

Note 1: Until 1924, \$40,000 income and \$15,000 from stable sources will be accepted.

5. The material equipment and upkeep of a college, its buildings, lands, laboratories, apparatus, and libraries, should also be judged by their efficiency in relation to its educational program.

A college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation of new books.

Note 1: 6,000 volumes until 1924 will be accepted.

6. A college should not maintain a preparatory school as part of its college organization. If such a school is maintained under the college charter it should be kept rigidly distinct and separate from the college in students, faculty, and buildings.

Note 1: Omit the phrase "and buildings" until 1924.

7. In determining the standing of a college, emphasis should be placed upon the character of the curriculum, the efficiency of instruction, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution, and its success in stimulating and preparing students to do satisfactory work in recognized graduate, professional, or research institutions.

8. No college should be accredited until it has been inspected and reported upon by an agent or agents appointed by the accrediting organization.

Note: A conference on Methods of Standardizing and Accrediting Colleges was held in Washington, May 6 and 7, 1921, under the joint auspices of the American Council on Education and the National Conference Committee on Standards of Colleges and Secondary Schools. The conference received and adopted the report of a special committee on policy, and this report has served as a basis upon which, with certain modifications, have been formed "The Principles for Accrediting Colleges," as they are outlined above.

ASSIGNING A LESSON ON THE CIVIL WAR AND RECONSTRUCTION

By WM. T. LAPRADE, *Department of History, Trinity College, Durham, N. C.*

NOTE.—This is the eighth in a series of ten articles on "Planning a Course in History and Civics," which began in the September number. The discussion next month will be devoted to framing the lesson plan suggested in this article, while the tenth of the series, in June, will be a summary of the points in preceding studies by way of pointing the moral for the year.

A class may spend many profitable lessons in the study of the Civil War, but there are not many hours available for that work, as a history course in the eleventh grade has to be organized. The teacher, therefore, faces the task of selecting from many lessons the two or three that promise to be most stimulating to the class. Probably few teachers nowadays will elect to spend the time enumerating the battles and the interesting facts about them that filled so large a space in the books in use a generation ago. But it is not always easy to substitute anything much more helpful for this narrative of military deeds; there is an instinct for military glory in youth, bred by traditions of cen-

turies of strife, that gives to even apparently dry facts about battles an interest sometimes lacking in political and social subjects.

There is a tendency in the newer books to allot less space to the Civil War than was given in the older ones. For example, one of the best of the books that have appeared in the past several years gives only one chapter, containing but thirty-six pages all told, to "The Civil War and Reconstruction," as contrasted with several chapters with an aggregate of more than ninety pages given to the same subjects in one of the better books, until recently in use in North Carolina. We need to beware lest we attain this needed brevity at

the sacrifice of the means of apprehending the vital significance of the stirring events of the middle of the last century.

Perhaps many of the immediate events of this contest, as in most wars, tend to obscure rather than to clarify the actual forces that clashed in the struggle. An eleventh grade class, therefore, may spend profitably an hour or two in an effort to clarify the larger points at issue in the war. This problem can be approached more easily if it is formulated apart from any effort to pursue a chronological narrative of the facts of our national history from the discovery of America to the inevitable current administration with which the course must end. Furthermore, it is scarcely profitable to dwell on the shibboleths that occupied so large a part of the contemporary discussion, and are much cherished today in memory in many quarters. These shibboleths are not lacking in interest and have an importance in the study of history that is not to be discounted, but it is doubtful whether they will help in making clear the war in a lesson for a class in the eleventh grade. The theory of the sovereignty or rights of the states, for example, merits study by more advanced students who are able to apprehend its implication, but it is probably a needless complication of the subject for the eleventh grade. The fact is, the several states that alleged their sovereignty as an authorization for and in defense of their proposed action did not contemplate a retention of their isolated and independent character. They had scarcely declared themselves out of the original union before they constituted another federation to serve in its stead.

It is easily possible to relate the theory of the right of the several southern states to their action in electing to create another nation in which they could act together against the rival federation to the North, but it is scarcely as profitable a way to spend the time of an eleventh grade class as would be an attempt to find an explanation for the sectionalization of the country in the first place. The war was manifestly one between sections of the country in the first place. The war was manifestly one between sections rather than between states as they existed before the foundation of the original union. The question of first interest for a high school pupil, therefore, is an explanation of the sectional differentiation rather than of the somewhat intangible and academic doctrine by which the projected division of the country into two nations was defended. These sectionalizing forces are concrete, definite facts which are within the comprehension of the pupils. It is time enough when they are aware of these facts to interest them in the doctrines by which those who were carried along in the current of the facts sought to defend their action.

The fact is there was in the United States, previous to the Civil War and Reconstruction, two distinct types of social order. As Lincoln put it, and in a sense more profound than he really understood, the country was a house divided against himself. Either there had to come a separation into two nations, each with its own characteristic social order or civilization, or else it was necessary that one of the rival civilizations in the country dominate and ultimately uproot the other. There was little prospect that the typical civilization of the Southern States could be made to prevail in the rest of the country. Both the prevailing occupations and the topography of the other section made that outcome impossible. The choice, therefore, lay between a separation of the union into two rival nations and the destruction by force immediately or by the more grad-

ual processes of time of the thing peculiar to the Southern civilization.

The rulers of the old South instinctively, and quite naturally, elected to survive as a separate nation, rather than permit themselves to be swallowed up without a protest in the rising tide of the Northern social order. That was the only way the Southern civilization could be preserved, and no civilization willingly and knowingly seeks its own destruction. Impelled by a growing national feeling, though for the most part unconscious of a wish to destroy the things peculiar in South-life, the Northern States were naturally unwilling to see the nation bereft of so much of its territory and potential power. The arbitrament of war decided the issue in favor of the union and hastened the destruction of a social order that could not in any case have survived alongside that of the victors in that struggle.

One of the first problems in this struggle that can be considered with profit by a class of eleventh grade students is the wherefore of this sectionalization of the country in the first place. On the answer to this question hangs the causes of the war itself. Next month we shall undertake a consideration of the process of constructing a lesson plan for the consideration of that question.

FOUR FORWARD-LOOKING RESOLUTIONS

At its meeting in Chicago, March 2, the Department of Superintendence of the National Education Association adopted a series of fourteen resolutions relating to current educational questions and conditions. Four of them are singled out for mention here because of their intimate relation to conditions that clamor for correction.

Two of them may be designated as positively constructive and two as prohibitively constructive.

The two resolutions recognizing the need (1) of more competent supervision and (2) of a better home life are in part as follows:

Current criticism . . . must not blind the public to the fact that one of the greatest needs of our school system, one of its most economic factors, is close and effective supervision. The need of teachers with native and acquired abilities is basic and paramount, but unless there is wise, sympathetic, forceful leadership to unify and direct their efforts toward common ends there must and will be great confusion, conflict, and waste. We, therefore, *declare a thorough and efficient system of schools impossible without close and competent supervision in every district, county, and State.*

We feel that our schools cannot do their best work without the intelligent sympathetic support of that basic institution, the American home. *Every influence which tends to impair the home life of the Nation is a blow struck at every other institution, but more especially at our schools.* Every effort to strengthen and enrich the home life of our people should have the aggressive support of this Department.

The other two resolutions are in the nature of protests—constructive because of what they would prohibit. They read well:

We declare that the public schools of America are established and maintained for the education of children in a knowledge of the truth and we deplore the apparent tendency to make them a medium for the spread of propaganda of various

kinds. We further *protest against the use of our public-school organizations for the furtherance of commercial schemes or as agencies for the collection of money for any purpose whatsoever.*

In order that our educational system may more

effectively remove illiteracy, and more thoroughly Americanize and assimilate the foreign-born elements in this country *we call upon Congress to close the doors for the present against any further foreign immigration.*

HEALTH WORK AMONG THE NEGROES OF NORTH CAROLINA

By FLORENCE CHAPMAN WILLIAMS, *Director of Health Education for the Negroes, Bureau of Tuberculosis, State Board of Health, Raleigh, N. C.*

Educational Health Work for the negroes of North Carolina was begun in 1917 by Dr. L. B. McBrayer, Chief of the Bureau of Tuberculosis, State Board of Health, with the writer as Director, and has been continued to the present. Dr. McBrayer made arrangements with the State Department of Education, Dr. J. Y. Joyner, the State Superintendent of Public Instruction, and later Dr. E. C. Brooks, who is a worthy successor, and Prof. N. C. Newbold, Director of the Division of Negro Education, for their coöperation which included the county supervisors of rural colored schools in from thirty counties in the beginning to about fifty counties at the present. These fifty counties comprise from 75 per cent to 80 per cent of the negro population of the State. My salary and traveling expenses have been paid by the Bureau of Tuberculosis of the State Board of Health and practically all the other expenses of the work have been taken care of by the North Carolina Tuberculosis Association.

The work, as my title indicates, has been almost wholly educational. We visit the summer schools and institutes for teachers in this State and by arrangements with Professor Newbold we are given a place on the program. We try to impress upon the teachers the importance of having in their students "a sound mind in a sound body," and see that they thoroughly understand.

- a. The use of lantern-slide lectures on tuberculosis.
- b. The Modern Health Crusade.

- c. The sale of Tuberculosis Christmas Seals.

- d. Other phases of health work eliminating tuberculosis among negroes. Three thousand North Carolina colored school teachers were reached in this way during the past summer.

During the month of October group meetings are held of the county supervisors of colored schools for the purpose of discussing plans for the year's work.

Among the many phases of the work discussed the sale Tuberculosis Christmas Seals is given first place. The workers find it a pleasant part of their usual duties to handle the seal drive through their teachers because of a natural interest and also receive an added stimulus of one month's salary from the North Carolina Tuberculosis Association. The supervisors take a great interest in the seal campaign, and all work they are asked to do for us.

The Moving-Picture Car

In the fall of 1919, through Dr. McBrayer's request, I conferred with the leading negroes of the State as to the advisability of selling seals direct to the negroes through the supervisors of rural schools, Prof. Newbold and Dr. Brooks having agreed most heartily to the proposition, the understanding being that if the negroes raised as much as \$5,000, all of which was to be sent to the executive office, the North Carolina Tuberculosis Association would send a moving-picture theater into six to ten rural communities in each county. The negroes complied with their part of the agreement by selling \$5,133.48 worth of seals in 1919. The North

Carolina Tuberculosis Association complied with their part of the agreement and our people have had the privilege, never before known to many of them, of attending a moving-picture show. Films on Tuberculosis, Public Health Nursing, Modern Health Crusade, and other health subjects, as well as films on dairying, agriculture, comedy, etc., were shown. The car was operated by Dr. E. T. Ransom, and in addition, Dr. Ransom visited in the homes in each community and lectured to the people. He visited 1,662 people in their homes during the year. The total number of people seeing the pictures were 66,000. The number of people lectured to by the writer and the supervisors during 1920 were 256,569. The same general plan has been followed for 1921, thus far with increasingly satisfactory results.

Nutrition

The matter of proper nutrition in our people is one of great importance in the prevention of tuberculosis and other diseases, as it is in any people. While a goodly number of our people in North Carolina own their own homes and a smaller number have considerable wealth, yet for the most part our people are poor, making their living as tenants, and particularly in times of low prices, many of them do not have the variety of diet nor milk to furnish sufficient vitamins, protein or sugar to give the nourishment the children should have; though in a small amount of work done by the sanatorium staff, Dr. McBrayer informs me that the children of the negro schools averaged favorably in comparison with the children in the white schools as regards nutrition. Therefore, it has been a great pleasure to endeavor to put the Modern Health Crusade in all the colored schools, and we are trying to make the height-weight-age test of a proper state of nutrition go hand in hand with the Health Chores. In some counties the county superintendent of schools purchases Modern Health Crusade supplies for all the colored schools. In many counties they do not, and in such cases the supervisors and teachers try to raise money to purchase these supplies, and the North Carolina Tuberculosis Association sells them to them at half price, standing the loss for the other half, which is greatly appreciated. The State Department of Education has under advisement at this time the idea of putting the Modern Health Crusade into all the colored schools this year.

Our Legislature, at its last session, made an appropriation of \$100,000 for the erection of a sanatorium for negroes, and preparatory work is now being done making ready for the beginning of construction. Our people are duly grateful for this further evidence of interest of our General Assembly in them. Governor Bickett, and Governor Morrison following him, showed much interest in this appropriation, but great credit should be given also to Dr. McBrayer, whose wise counsel and advice brought the need of a sanatorium for my race to the minds and hearts of the members of the General Assembly and the people of our State.

I could not fail to call attention to the splendid work

being done for my people by the County and City Health departments of the State, and must mention particularly the work of the public health nurses, both in connection with these departments and single-handed and alone—with all of which I am not officially connected in any way. Their work is really fundamental, and when perfected, as planned by our State Board of Health, it should and will go to the very foundation of the fight against tuberculosis, to wit: "finding the cases while they can be cured," and keeping each and every case under supervision both before and after sanatorium treatment.

I must not fail to mention either the work of the tuberculosis clinic, conducted by Dr. J. L. Spruill for this association. Wherever he goes he holds clinics for the negroes as well as for the whites, and while there is really nowhere for them to go to take treatment, until our sanatorium is completed, yet Dr. Spruill's advice and the after care and instruction given by the public health nurse has been, and is being, of great help to our people. I trust you will pardon me for saying that our people need public health nurses of their own race to go to them, to be supervised, at least, for a long time to come, by the white Public Health Nursing Bureau, and we appreciate the efforts being put forth by this association to make this a reality.

Is it worth while? Is the State, is the Association getting proper returns for their money? These are

questions well worth while, and the State and this association has a right, in fact, it is their duty to ask questions, and the workers themselves should be and are anxious to ask themselves such questions and provide the answers.

The comparative death rate throughout the United States, I believe, is three to three and one-half for negroes to one for whites. The figures are not so bad as that in our State, about two for negroes to one for whites. We have twice as many whites in North Carolina as we have negroes, hence the actual number of deaths for negroes and for whites in North Carolina should be about the same. To the records: there has been a constant decrease in deaths from tuberculosis since the State Board of Health and the North Carolina Tuberculosis Association began active work against this disease. In 1915 the death rate for the United States was 146, for North Carolina 155.7. In 1920 the death rate for the United States was 131, for North Carolina 113.2. In 1919 the death rate for the whites in North Carolina was 92.1 and for the negroes 171.1. The actual number of deaths in North Carolina among the negroes in 1918 was 1,791 and 1920 was 1,459, a decrease in actual number of deaths of 332. Yes, we answer you, the fight against tuberculosis in our race is well worth while, is producing satisfactory results, and we thank the State Tuberculosis Association and the State Board of Health for the interest shown in the work among the colored people.

TRYING OUT A PROJECT IN GEOGRAPHY

By MRS. GERTRUDE WARD, *Fifth Grade Teacher, Jacksonville, N. C.*

In recent years we have heard and read much about the project method, but many of us know so little of this method that we have hesitated to try it. Not many teachers really know what a project is. We have heard this plan discussed in summer schools, and read of projects in the leading educational magazines, but I fear it is still vague and indefinite to many of us.

In the September issue of the *Journal of Educational Method* is a problem-project, which is the most tangible of anything I've heard or read on this subject. I studied it and tried to make it my very own before attempting to use it.

We were studying the United States in groups, beginning with the New England and other Atlantic states, and continued this regional study until we reached the Pacific Coast. We emphasized the industrial relations among the different regions, transportation, population and so forth. I helped the pupils locate rivers, lakes, harbors, etc., on the map. The text seemed hard for them to understand. I worked and read with them, explaining difficult sentences and paragraphs. In the study of the text I was leading them up to the project, which I intended to use.

This was the problem-project:

A. Where in the United States do we get our food supply?

B. Of what does it consist, chiefly?

C. Who helps us to get it?

I used this as a review. We studied A-B together, naming foods and locating regions. The pupils learned to find exactly what they wanted—foods, and to turn readily to the paragraph and select from this only foods. They located commercial cities and routes of transportation—the brighter pupils helping the slow

ones; I holding them to the work at hand and helping when necessary.

C was the most interesting of all. The children at once gave an answer: The farmer helps us get our food. Such questions as these were brought out:

What does nature do for the farmer? Answer: Gives moisture, heat, rich soil, level land, etc.

What sometimes injures the farmers' crops? Answer: Snow, rain, hail storms, floods, drought, insects.

How can he overcome floods? Levees. Drought? Irrigation; we located areas. How can the farmers use swamps? Drainage.

Who helps the farmer? Answer: The miner—the use of coal for engines, steam; iron ore, implements.

The people who work in factories.

Railroad men.

The forester.

One little boy said, "Schools help the farmer."

"How can schools help the farmer?" said another.

The reply was, "We study agriculture in school and learn how to farm." Farm-life schools, and consolidation of schools, so that the farmer wouldn't have to move to town to send his children to school were discussed.

The foregoing is just a suggestive outline of what we did. The pupils' faces beamed with interest throughout the whole study, and they seemed reluctant to take up something else.

They are still bringing in clippings from papers and magazines that bear upon the subject.

The project gave me the approach to the work and the goal to be reached. With the children's and my own contributions we brought out many interesting questions. Geography is one of the most vital subjects in the curriculum and one in which children take great delight.

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PITH AND PARAGRAPH

When changing your address, please give the old as well as new address, and say with what issue you wish the change to begin.

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George Peabody College for Teachers (Nashville, Tenn.) is making an entrance date for summer work that should prove attractive to a large number of teachers now in training. The announcement is that students may enter the middle of the spring quarter (April 27), and by continuing through the summer quarter may complete a half-year of college work.

⊕ ⊕ ⊕

A significant advance in the direction of a greater Teachers' Assembly for North Carolina has been made in the election of Supt. E. J. Coltrane, of Roanoke Rapids, as its whole-time secretary. NORTH CAROLINA EDUCATION joins the profession in giving welcome to Mr. Coltrane and pledging to him a very hearty support. It is a pleasure to print in this issue a message of greeting to the teachers of North Carolina from their new secretary.

⊕ ⊕ ⊕

The experiment in Elizabeth City for getting better results in school work by improving nutrition of the children is watched with great interest. For two months or more thirty per cent of the children in that city's white primary school have been receiving two glasses of milk a day. In less than two months, the teachers say, the children having this milk added to their diet were, almost without exception, doing better class work than they did before.

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Did you receive a loud-voiced circular from a school with a high-sounding name away off somewhere depicting to the underpaid teacher in far-thundering circus-poster language the attractions and emoluments of certain secretarial and other business positions? A copy comes to NORTH CAROLINA EDUCATION from a correspondent who comments after this fashion: "Look at this rot! If these promoters can make teachers rich, why do they not take some of the big job themselves?" For answer, this question is passed along to our readers.

⊕ ⊕ ⊕

Unable to procure spelling books for her first grade on time, Mrs. Eugene Robeson, Jacksonville, N. C.,

quickly organized a project class, in which the little fellows made their own spelling books. Ruled paper was cut into 4 x 6 sizes, punched, and tied with soft-colored cord into folded covers. The decorations on the covers (blue-birds, butterflies, and spring flowers) furnished three language lessons. The new words were copied on the ruled pages, and there were the spelling books!

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Marking distinct advances in the important matter of testing achievement are two articles appearing in this number of NORTH CAROLINA EDUCATION. One, by Miss Susan Fulghum, of the State Department of Education, suggests a system of standards for rating elementary schools; the other, by the North Carolina College Conference, presents a set of principles for accrediting colleges. Both are significant in the direction of increased efficiency in education. Give them your thoughtful, and even a critical, study.

⊕ ⊕ ⊕

Resolution No. 13 of the series adopted at the recent session of the Department of Superintendence very properly deplores the tendency to use the public schools for the spread of various propagandas. Emphatic protest is also made against the use of the schools for the furtherance of commercial schemes or as "agencies for the collection of money for any purpose whatsoever." This calls up a reminder that Supt. Chas. L. Coon, of Wilson, had occasion, we believe, several years ago, and used it well, to teach the promoters of some local business that his schools were not for the use of every Tom, Dick, and Old Harry that came along with a scheme. NORTH CAROLINA EDUCATION would be glad to have Mr. Coon discuss for its readers this Resolution, No. 13. What are our public schools for, and not for, anyway?

THE SPECIAL BUILDING FUND OF FIVE MILLION DOLLARS

The Special Building Fund authorized by the General Assembly of 1921 has been held up, as superintendents know, because of a technicality in the law which must be passed on by the courts. The case was presented to Judge Devin about the middle of March, and he held that the bonds were valid. This is encouraging. The case will be carried to the Supreme Court. All the friends of education hope, with some assurance, that the Supreme Court will also validate these bonds. If they are validated we will notify the superintendents at once and prepare the loans in accordance with law, in order that the building program, which has already been begun, and which argues so well for educational progress, will not be hindered.

It is interesting to know that the counties had applied for \$4,700,000, and many counties believed that they would be able to secure only half of the fund for this year. It is evident that our needs are very great and that the entire \$5,000,000 will be loaned if the bonds are validated.

E. C. B.

THE PUBLIC SCHOOL AND THE SUNDAY SCHOOL

More articles on the subject of the Bible and the public school have come to the editor than can be used in justice to other pressing topics. But an experiment in coöperation of the public school with the Sunday school, now being made by Supt. L. M. Epps, of Mount Airy, presents a phase of the subject that is interesting, both in the worthiness of the end sought and in the simplicity of the method employed.

A special report card is prepared to show the Sunday school and church attendance of each pupil. These cards are kept by the public school teachers.

Each Monday morning the roll is called and entry made on each card of attendance or nonattendance at Sunday school or church service, or both, the Sunday before. These records are transferred to the regular monthly report cards and sent to the parents, but do not affect one way or the other his public school record.

That is all. The teachers make no comment about Sunday school or church attendance, but let the roll-call once a week immediately after Sunday do the reminding. The aim is to get more boys and girls to attend Sunday school and church, and Supt. Epps believes it will show gratifying results.

IS FOREIGN IMMIGRATION A PERIL?

Has our country admitted foreign-born peoples to the point of peril? The Department of Superintendence of the National Education Association thinks so, and at its recent session in Chicago adopted Resolution No. 14, calling upon Congress "to close the doors for the present against any further foreign immigration." Lillian Russell, famous actress, sent abroad as special commissioner of immigration, thinks so, and recommended in her report two drastic changes: (1) the prohibition for five years of all foreign immigration; (2) requiring all immigrants to live here twenty-one years before being allowed to vote. Her argument is that our own people must live here that length of time before voting, why shouldn't aliens?

Miss Russell's report contained also these further pertinent and suggestive observations:

1. No immigrant should be permitted to remain in this country who will not within a given period of time learn to read and write English.

2. Immigration officials should come over on all boats bringing immigrants, and advise with those who will make their homes here, learn their ambitions and direct them where in America they should go for their own and the country's good.

3. Europe is ready to release thousands of immigrants, mostly undesirables, the moment restrictions are lifted. We should admit only constructive labor.

4. Immigration at present is checked only by our quota laws, and the 300,000 a year admitted under the present law are largely of the wrong kind.

SUMMER SCHOOLS FOR 1922 AND A REPORT OF ATTENDANCE FOR 1921

Counties planning to have summer schools should make preparations early. We have made fine progress in eliminating the low-grade teachers, and in providing a higher standard of scholarship for the teachers of the State. We are not alone, however, in our efforts to improve the standing of the teaching profession. Other states made great progress likewise last summer. Some have provided summer schools not only for six weeks, but for twelve and sixteen weeks. We should spare no pains to improve those who teach our children.

In order that the superintendents may realize what progress has been made they should read "A Comparative Study of Summer Schools for Teachers Held in North Carolina, 1921," recently prepared by Prof. A. T. Allen. It is a very illuminating document. You should have a copy of this bulletin. In his introductory statement he has the following to say:

The unexpected increase in attendance at the various summer schools for teachers in North Carolina may be considered as evidence tending to show the tremendous growth of the professional spirit among the teachers of the State. Despite the financial depression in the summer of 1921, there were more teachers in attendance upon the summer schools than ever before attended summer school in one year in the history of the State.

What is more gratifying even than this increased attendance is the report of the directors of all the approved summer schools that the finest spirit of work prevailed throughout the session at all these schools. It is apparent that the teachers not only want the certificate credit, which they can obtain only by summer school attendance, but are also anxious to secure every benefit that the summer school offers, and are willing to work to their utmost capacity to secure this advantage. The summer school attendance, together with the increasing professional spirit, gives promise of being one of the determining factors in giving the State a worthy system of public schools.

In order that this increase may be seen at a glance, the following comparative statement of the attendance for 1920 and 1921 is given. This statement also shows the net increase in each one of the summer schools, together with the per cent of increase. No comparison is made here with the number of teachers that attended summer school beyond the borders of the State in 1920, and we did not have a count of them in that year.

School	1921	1920	Increase	Per Ct
1. White Approved S. S.....	3,053	2,445	639	24.9
2. White County S. S.....	3,900	2,609	1,291	45.6
3. Colored Approved S. S.....	1,127	790	427	46.2
(Including Hampton and Tuskegee)				
4. Colored County S. S.....	2,753	1,900	853	44.9
5. Indian S. S.....	78	43	35	81.4
Total	10,911	7,787	3,124	40.1

E. C. B.

STATE SCHOOL NEWS

SCHOOL NEWS BRIEFS

The State-wide debaters' contest for the Aycock Memorial Cup will be held at Chapel Hill, April 6.

Prof. Raymond Peele, of Gibson, has lately become teacher of English and French in the Forest City High School.

Weldon is soon to have an election to authorize the sale of \$75,000 worth of bonds for the erection of a new building.

Thomasville voted, Jan. 31, \$100,000 of school bonds and the result was announced by sounding the factory whistles.

The successful result of the school bond election in Franklin means an issue of \$50,000 worth of bonds and that Macon County is now to have a standard high school. Superintendent Crawford and his people are working handsomely together.

Mr. D. Rich, treasurer of the R. J. Reynolds Tobacco Company, will build and equip a modern library building at Buie's Creek Academy in Harnett County. The handsome structure will be a gift in memory of the donor's wife, Mrs. Carrie Rich, who died January 17, 1916. It will be known as the "Carrie Rich Memorial."

The big home and school improvement campaign in Iredell County (continued from 1921), will celebrate extensive closing exercises in Statesville, April 22. An elaborate poster of particulars of contests and prizes has been issued. Bulletins and information may be had by applying to Miss Celeste Henkel, at the County Superintendent's Office.

North Carolina will build at least one hundred negro schoolhouses this year under the Rosenwald Fund, which has allotted \$80,000 to the State for the year, according to S. L. Smith, of Nashville, Tenn., general field agent for the Rosenwald foundation. A total of \$600,000 is being devoted this year to the fourteen Southern states. Only one State, Mississippi, exceeds North Carolina in allotment.

In Graubville County, the town of Stovall has just sold \$40,000 of school bonds and will let the contract for its new high school building on February 16. Stem has voted \$40,000 bonds for its schools and will erect a modern school building in the near future. Creedmoor, which has already a large school building, has just completed a six-room addition, with heating and plumbing. The consolidation of the schools is being pushed rapidly by Superintendent Webb.

Olivia Lytle, eight-year-old daughter of Mr. and Mrs. Joe Lytle of Clarkton, was all but crushed to death by a heavy school truck on the Clarkton school grounds a week or two ago. The little sufferer was taken to a Lumberton hospital, and latest reports indicate that she is in a fair way to recover, although badly crushed. The engine of the car had been stopped and the car itself was almost at a standstill, when several children ran to get on, among them the small victim, whose feet slipped, throwing her directly under the rear wheel.

County Commencement in Warren, May 2

A dispatch from Warrenton says that the graduation and other county commencement exercises of the Warren County schools will be held in Warrenton, May 2. The State Superintendent, Dr. E. C. Brooks, has made a promise to attend.

Every school in the county is expected to take part in the commencement. It is regretted that there are not enough auditoriums to be had in town to plan such an elaborate occasion as was worked out last year, and that the high school grounds are not in suitable condition to be used for athletic events. But ample space for school exhibits has been secured; and every teacher will work to her greatest ability to make the school exhibit excel the others.

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Cullowhee Normal and Industrial School SUMMER QUARTER

Cullowhee Normal and Industrial School, a State institution for the training of primary and grammar grade teachers, is centrally located in the counties of North Carolina west of the Blue Ridge.

The Summer Quarter for 1922, consisting of two six-weeks' terms, will open May 30 and close August 18. The second term will open July 11.

This institution affords a maximum opportunity to teachers at a minimum cost in a section noted for its inspiring scenery and delightful climate.

Those desiring catalogs or special information will please address

W. E. BIRD, Summer School Director, CULLOWHEE, N. C.

Kinston Fixing to Vote Again

There are indications that Kinston will before long take another vote on the school bonds question. A few months ago the Kinston board wanting \$900,000 for new buildings and equipment, modified its demand to \$500,000, and finally agreed to a vote on \$150,000 as an emergency fund. This was defeated.

On account of the handicapping congestion in the schools, it has been intimated that the board may soon ask for another election.

Influenza in Alexander

A dispatch from Taylorsville, March 22, reports that Alexander is suffering from a county-wide epidemic of influenza. Reports from the various sections of the county indicate almost every family is afflicted, either as to one member or as a whole. Many of the larger schools have been forced to close within the last few days. The schools at Stony Point and Hiddenite have closed since last Friday, and the high school at Taylorsville has closed its doors for a period of two weeks. There are also five other rural schools closed.

People Reading Better Books

"I am proud of the manner in which Raleigh people are making use of their library," said Mrs. Atkinson, librarian of the Olivia Raney Library, the other day. "They are coming here in large numbers and making use of the facilities, and I notice that the class of reading is distinctly better than it was some years ago. People are reading better books."

"Another thing that has impressed me has been the interest in music. And the astonishing thing is that more men than women are asking for musical books and magazines."

Peace Institute Has a Latin Play

A Latin play was presented at Peace Institute in Raleigh March 15 by the Latin classes of the school. The play depicted the boy in Caesar's day, showing that he had much in common with the modern boy, and the Romans did more than put the Gauls to flight, listen to speeches in the forum, and fortify camp.

All the Latin students sang "Gaudemus Igitur" at the conclusion of the play.

The costumes, furniture and school books used in the play represented as accurately as possible those used in the first century B.C. at Rome.

Wants School Courses on Constitution Taught

A campaign to have the Legislature of every state pass a bill requiring regular courses of study in the constitution of the United States in private and public schools, colleges and universities has been started by the National Security League, it was announced today. The movement is being promoted through a committee of constitutional instruction with membership of more than 200 of the countries leading educators.

Illinois, Iowa, Michigan, and Vermont now have such a law, the league's statement said, and as the legislatures of only six states are in

session at present, it is not expected that the bill could be placed on the statute books of all states for several years.

Honors for Warsaw School

Miss Christine Pridgen, a member of the Warsaw school faculty and teacher of the sixth grade, won first honor for the State in the National Safety Contest for the best lesson plan submitted, and stands a chance

of winning in the national contest a prize of five hundred dollars and a trip to Washington City.

Miss Mary Gray Quinn, the little daughter of Mr. and Mrs. John Quinn, won the third prize for the State for an essay entitled, "How I Can Make the Highway More Safe." The prize was a bronze medal and five dollars. Miss Quinn is in the seventh grade and is twelve years old.

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Second Term, July 31-September 2

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Elizabeth City Feeds Milk to Children of Primary School

One hundred and sixty-eight children, three out of every ten in Elizabeth City's white primary school, are now receiving two glasses of milk a day—and they're healthier, happier, sprightlier, better children than they ever were before. Their teachers say that these children, almost without exception, are doing better class work than they did before the milk distribution plan was put into effect about two months ago.

Of these 168 boys and girls, 100 are able to pay for theirs, and 69 receive their milk free of charge. The sum of \$10 is set aside each month by the city council, and a like amount is given by the board of county commissioners and the board of graded school trustees. The \$30 thus contributed is supplemented by private donations, which have usually nearly equalled the aggregate sum set aside by the three boards making regular contributions.

University Law School to Publish a Quarterly

Official announcement has been made of the establishment of the North Carolina Law Review, a state law journal to be issued quarterly at Chapel Hill, N. C. It will be sponsored by the University and edited and published by the faculty and students of the School of Law at the University of North Carolina. The Law Review will be a permanent publication. The first issue will go to press in June.

Prof. M. T. Van Hecke will be editor-in-charge. Mr. Van Hecke is a new member of the Carolina Law School, having become connected with it last fall. He is from Chicago, Illinois. After practicing in Chicago for some time, he served as a member of the legal staff of the Illinois Legislature Reference Bureau, later as instructor in the University of West Virginia. He is the author of a number of publications.

New High School Building at Rosman

A new modern up-to-date high school building has just been completed at Rosman. Mr. J. E. Ockerman, principal, and his efficient corps of teachers are happy in their new home.

The Rosman high school has increased its enrollment six hundred per cent in the last two years, since Professor Ockerman took charge of the school, and with the added facilities and equipment still more rapid progress may be expected.

A ten-acre tract of land has recently been purchased for the site of the new building, and a teacher-pupil dormitory is also to be constructed thereon. Although the Rosman high school is not a consolidated school, many pupils from the surrounding districts are attracted to it—some even walking a distance of five miles, morning and evening, in order to attend the school. The need of a dormitory for students is very much felt.

School Bonds Carry at Sanford

The \$100,000 school bond election at Sanford, March 4, was carried for bonds by a vote of 505 for and 113 against. The registration was 752.

Unusual interest was manifested

in the election. The ladies were very much in evidence around the polls all day. Also, one of the grades that is being taught in an old laundry building for lack of room were on hand to plead with the voters to give them an equal chance with the other pupils.

It is proposed to sell only such part of the bonds at present as will enable the school board to build an annex to the East Sanford school building, and later to build a commodious structure on the block recently purchased by the board. Forward-looking citizens who have faith in the future growth of this city are rejoicing greatly over this progressive step. It is now expected that by the opening of the fall term ample room will be provided for every child in the district.

Prof. C. L. Hornaday, President of Davenport College

The board of trustees of Davenport College at Lenoir announced Feb. 23 the election of Prof. C. L. Hornaday as president of that institution. Prof. Hornaday has accepted and will enter upon his new work the first of June.

The president is now assistant professor of modern languages at Trinity College. A member of the college faculty for six years, he was previously connected with Trinity Park School for 13 years. He graduated from Trinity in 1902 and received his master's degree from that institution in the year 1905. Since graduation he has pursued his studies in the graduate department of Columbia University, New York City. Pro-

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fessor Hornaday is a native of North Carolina, being a son of Rev. J. A. Hornaday, member of North Carolina Conference of the Methodist Church, South. His wife is a graduate of Littleton College and was a student in Trinity College.

Bond Elections and Consolidation in Davidson

Lexington will probably hold another school bond election in May. The amount to be voted on has not been announced, but will probably be about the same as carried last year, \$225,000, but which lost out in the courts. The proposal is to have a high school district, including Lexington, Erlanger and several adjacent districts. It is thought the issue will carry with little trouble.

Arcadia consolidated district will also vote in April on a special tax election, their third attempt in about three years. The second election was carried by a small margin, citizens put up money and one of the largest and best brick school buildings in this part of rural Carolina was erected and the school has been in operation since last fall. A decision by the Supreme Court was that the election was invalid for having been held too near a preceding election. The newly created district leaves outside some of the territory in which much of the opposition centered.

Denton will also vote again in April on a bond issue of \$30,000 for a new school building, the state and county to furnish additional funds to bring the amount of \$60,000 estimated as necessary to carry out plans. Denton recently carried a similar election by a margin of one vote but it was declared null and void by agreement, owing to failure to advertise the election in accordance with the latest statute covering such elections.

Southmont is another community where the better school ferment is actively at work. Consolidation is being agitated there, and one mass meeting has already been held. It is proposed to consolidate several adjoining rural schools with the Southmont school and have a standard graded and high school.

New Building at State College Progressing Satisfactorily

The building programme at State College provided for by the last session of the General Assembly with an appropriation of more than half a million dollars, is progressing satisfactorily. The concrete work on the Agricultural Extension Building has been finished with the walls about two-thirds complete. C. V. York, of the York Construction Company, Raleigh, who is handling the general contract, states that this latest addition to the agricultural

group of "Ag. Hill" will be ready for occupancy by July 1st, 1922. The steel framing on the mechanical Engineering building, which is being constructed by Hester and McElwee, also of Raleigh, is in place and the walls are going up rapidly. It is expected that this building will be ready for use the latter part of June. Ground has been broken for the construction of the last unit of South Dormitory, with the C. V. York Company as contractors. The dormitory will furnish quarters for about 165 students, and will be ready in ample time for the opening of college next September.

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MR. E. J. COLTRANE FULL-TIME SECRETARY

Roanoke Rapids Superintendent Has Been Chosen to Give Full Time to the Teachers' Assembly—Next Session to be Held in Raleigh, Thanksgiving Week.

At a meeting of the executive committee of the N. C. Teachers' Assembly in Raleigh, March 25, Mr. E. J. Coltrane, superintendent of the Roanoke Rapids schools, was named full-time secretary of the North Carolina Teachers' Assembly, at a salary of \$4,000 per year, and Raleigh and Thanksgiving named as the place and the time for holding the next meeting of the organization.

The election of Mr. Coltrane, while coming without prior knowledge to the general public, was accomplished without opposition or discussion. He will assume his new duties July 1, and will have offices with the State Department of Education. In addition to his salary he will be given clerical help and traveling expenses.

Selection of Raleigh as the place and Thanksgiving as the time for the next meeting of the teachers was achieved through a referendum in which 90 of the 150 local associations voted 1,749 to 1,341. October, November and December were the months voted on, but one organization voted 35 strong for August. October got 1,125 votes and December 216.

Considerable sentiment for changing the time and the place of meeting was generated during the session here last Thanksgiving. Many of the teachers expressed the opinion that the one fall holiday ought to be left open to them to go home instead of coming to Raleigh, or elsewhere, to attend to professional business. The sentiment, from the vote, appears to have been over-estimated.

Farther than the election of Mr. Coltrane and the ratification of the plebiscite of the teachers, no business was undertaken by the committee. Those attending were: A. T. Allen, Miss Elizabeth Kelley, Dr. R. H. Wright, Miss Constance Cline, Dr. E. C. Brooks, E. J. Coltrane, Dr. F. C. Amick, G. M. Phillips, and W. D. Barbee. Dr. Charles E. Brewer, president of the assembly, was detained by illness.

Bond Election in Burlington, April 4

The entire citizenship of Burlington is much interested in the election on April 4 to determine whether the city of Burlington shall issue bonds in the sum of \$100,000 for a new school building and extensive improvements on the present school building. Considerable interest and activity has been evidenced by both the promoters of the bond issue and those who oppose it. The subject is

being discussed extensively, and Mayor Horner has issued a statement in the local newspaper declaring him-

self as being heartily in favor of the bond issue. Present indications point to a hard-fought battle.

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Dealing with the project as a means of organizing the curriculum of the elementary school. In the measure in which her work and its presentation may lead teachers to introduce larger elements of the wholesome, purposeful, social activities of children into the schools as a vital part of their courses of study, Miss Wells has made a valuable contribution to the improvement of the elementary school.

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The first chapter gives the purpose of the method and is followed by one on children's purposeful activities. These give the big reasons why projects fit so well into the scheme of primary education. The remainder of the book gives the big types of activities in which children engage.

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The World Remapped and Its Publishers

In no schoolroom appurtenance have the events of recent years made greater changes than in maps. Recognizing the necessities wrought by revolutionary events in the Old World, the Denoyer-Geppert Company, map makers of Chicago, have prepared a completely new series of eleven large political geography wall maps, and issued also a 70-odd-page booklet, under the title of "The World Remapped." In their advertisement in this issue the publishers make an attractive offer of this booklet to our readers. It contains in compact form a mass of facts, figures, and tables in the way of a summary of the geographical results of the peace settlement after the World War. The Denoyer-Geppert Company has just purchased in the Ravenswood District, of Chicago, a building one block long, with three stories for the most part, and a two-story section covering the balance of the block. This building has 50,000 square feet in it, most of which will be used by the Denoyer-Geppert Company for map making, map mounting, and anatomical model making, bringing all of their departments under one roof.

Marion Sells Bonds for School

The town of Marion sold \$65,000 worth of school bonds March 21, at a premium of \$750. Sidney Spitzer & Co., of Toledo, Ohio, being the successful bidders, which means that Marion is to have a new high school building in the near future. These bonds were voted by the town of Marion several months ago by a substantial majority.

By reason of the growing popula-

tion of Marion, the present graded school building has become entirely inadequate to take care of the fast-growing student body of pupils. How-

ever, the near future holds out a better hope for better conditions in our public schools, a fact which we are very proud of.

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Miss Elizabeth Kelly Organizing America's First School for This Purpose.—To be Opened in Asheville Next June.

America's first school for training teachers for work among adult illiterates will be opened in Asheville next June under the direction of Miss Elizabeth Kelly, director of the adult illiterate work for the State Department of Education. She will be assisted by Mrs. Elizabeth Morriss and Prof. Alton C. Roberts.

Need of such a school for training teachers for work among the illiterate adults of both races has been felt by Miss Kelly during the years of her connection with the work. Finding none to which she could go, she has studied the work first hand, worked out her own methods, and will transmit them through the school when it opens in Asheville.

For the first term of the newly projected school Miss Kelly plans to enroll at least one teacher from each county in the State. Enrollment of teachers will be undertaken through the co-operation of the woman's clubs and local authorities. These organizations will be asked to finance the attendance of the teacher at the school.

The training will be intensive. Forty hours of work will be given during the ten days duration of the course. Miss Kelly will direct the work in the organization and conduct of community schools for adult beginners. Mrs. Morriss will give the course in texts, materials, methods and outlines of subjects to be given adult beginners. Laboratory work direct the course in plays, songs and games for use in such schools.

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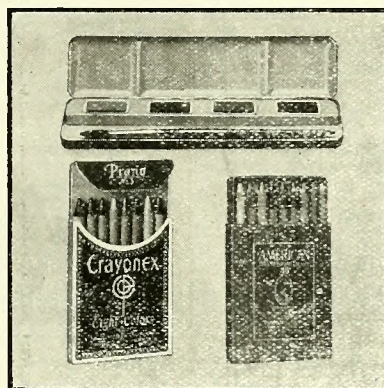
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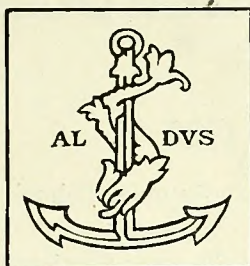
Arithmetic here is presented in a form to be most valuable for pre-vocational, trade, and domestic science classes. The problems are based upon such practical subjects as salesmanship, dress-making, and budget-making. Speed and accuracy are developed by means of many short-cut methods for performing and checking up calculations. The author has based the selection of the material on years of experience in teaching business methods.

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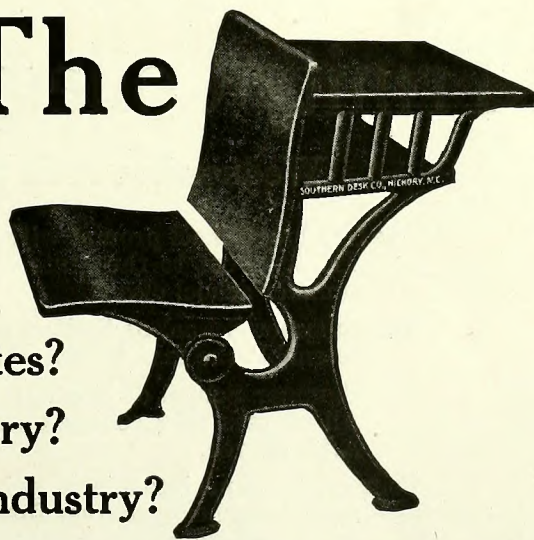
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NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress
and Civic Betterment

Vol. XVI. No. 9

RALEIGH, N. C., MAY, 1922

Price: \$1.50 a Year

In Warbler Time

From Essays by JOHN BURROUGHS in "Under the Apple-Trees" (Houghton Mifflin Company)

This early May morning, as I walked through the fields, the west wind brought to me a sweet, fresh odor, like that of our little white sweet violet. It came probably from the sugar maples, just shaking out their fringelike blossoms, and from the blooming elms. For a few hours when these trees first bloom, they shed a decided perfume. It was the first breath of May, and very welcome. April has her odors, too, very delicate and suggestive, but seldom is the wind perfumed with the breath of actual bloom before May. I said, It is warbler time; the first arrivals of the pretty little migrants should be noted now. Hardly had my thought defined itself, when before me, in a little hemlock, I caught the flash of a blue, white-barred wing; then glimpses of a yellow breast and a yellow crown. I approached cautiously, and in a moment more had a full view of one of our rarer warblers, the blue-winged yellow warbler.

One appreciates how bright and gay the plumage of many of our warblers is when he sees one of them alight upon the ground. While passing along a wood road in June a male black-throated green came down out of the hemlocks and sat for a moment on the ground before me. How out of place he looked, like a bit of ribbon or

millinery just dropped there! . . . Not long after I saw the chestnut-sided warbler do the same thing. We were trying to make it out in a tree by the roadside, when it dropped down quickly to the ground in pursuit of an insect, and sat a moment upon the brown surface, giving us a vivid sense of its bright new plumage.

When the leaves of the trees are just unfolding, or, as Tennyson says,

"When all the woods stand in a mist of green,
And nothing perfect,"

the tide of migratory warblers is at its height. They come in the night, and in the morning the trees are alive with them. . . . One cold, rainy day at this season Wilson's black cap—a bird that is said to go north nearly to the Arctic Circle—explored an apple tree in front of my window. It came down within two feet of my face, as I stood by the pane, and paused a moment in its hurry and peered in at me, giving me an admirable view of its form and markings. It was wet and hungry, and it had a long journey before it. What a small body to cover such a distance! . . . When one has learned to note and discriminate the warblers, he has made a good beginning in his ornithological studies.

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North Carolina Education

Vol. XVI. No. 9

RALEIGH, N. C., MAY, 1922

Price: \$1.50 a Year

THE FIVE-MILLION-DOLLAR BOND ISSUE VALIDATED

By E. C. BROOKS, *State Superintendent of Public Instruction.*

The act to provide a special building fund to be loaned to county boards of education to aid in erecting schoolhouses, which has been before the courts since January, was validated by the Supreme Court in April. This is the most important decision of the Supreme Court since the old Barksdale decision was reversed in 1907. It opens the way for counties to provide adequate school buildings for all the children.

The validity of the act was questioned on the grounds that it was in violation of section 7, Article 7, of the Constitution. This article prohibits counties, cities, towns, and other municipal corporations, from contracting a debt or levying taxes except for necessary expenses unless approved by a majority of the qualified voters. Judge Hoke, in writing the decision of the court, states that this restriction of the Constitution "must be understood to refer to debts and taxes in furtherance of local measures, and does not extend to a State-wide measure of the instant kind, undertaken in obedience to a separate provision of the Constitution, and in which the counties are as stated expressly recognized as the governmental units through which the general purposes may be made effective."

The court further states: "While we thus uphold the proposed bond issue as being in the reasonable exercise of the powers conferred by the Constitution, it must not be understood that the exercise of these powers is in all cases arbitrary and without limit as to amount. They shall maintain one or more school terms at least six months in every year," is the requirement of the Constitution, showing that this number must be in reasonable proportion to the need. And if the school authorities, departing from any and all sense of proportion, should enter on a system of extravagant expenditure, clearly amounting to manifest abuse of the powers conferred, their action may well become the subject of judicial scrutiny and control.

"But no such condition is presented in this record. On the contrary there is every reason to believe and

know that the preamble of the present statute is well within the facts, and in no way exaggerates the need. A position that is emphasized by the fact that our Legislature under section 15 of Article IX, has, in specified instances made it indictable where there is willful failure to attend the public schools. Consolidated Statutes, section 5758, et seq."

It would present indeed an incongruous and most deplorable condition if the General Assembly, having thus provided for a compulsory attendance on the public schools, were not allowed to make provision also for adequate and suitable housing for the purpose. And we are of the opinion that the proposed bond issue, with the requirement that the loans made to the counties to be repaid to the State is throughout a constitutional enactment, and in the reasonable exercise of the powers conferred on the authorities to enable them to properly maintain the public schools of the State.

There is no error and the judgment of the court holding this a valid indebtedness is affirmed.

Although the court validates this act it throws such safeguard around the county authorities as to prohibit the indiscriminate and reckless issuance of bonds. It would seem to be a fact that such issuance of bonds must be of legislative authority and under State control. The one handicap in the way of building a county system has been the lack of funds for the erection of school buildings. This handicap has been removed by the Supreme Court, and we should move with caution and intelligence, but should provide as well as possible for the housing now of all the children in each county.

This \$5,000,000 bond issue will be made available as soon as possible. It will probably be some time during the summer before the entire amount can be disposed of, but those who have contracted for buildings may feel sure that the money will be made available, and no one will be seriously hurt by the delay.

ONE STANDARD PUBLIC HIGH SCHOOL FOR EVERY COUNTY

The State Board of Education has appropriated \$54,850 to aid in establishing standard four-year high schools in the rural districts. A high school of standard grade must maintain at least an eight months term, having three teachers devoting whole-time to high school instruction, and an average attendance in the high school department of not less than 45 pupils. In addition to this, there are certain minimum requirements for library and science equipment.

Heretofore only 16 counties have been able to maintain a high school of this standard grade for the rural districts. These are: Catawba, Craven, Davidson, Guilford, Iredell, Jackson, Moore, Nash, Rowan, Sampson, Vance, Wake, Watauga, Beaufort, Cleveland, and Warren. Through the appropriation made last Saturday, 43 other counties will maintain schools of the standard grade given above. These are as follows:

Alexander	Clay	Jones	Polk
Alleghany	Currituck	Lenoir	Randolph
Ashe	Dare	Macon	Rockingham
Avery	Davie	Madison	Stokes
Bertie	Franklin	McDowell	Swain
Bladen	Gates	Mitchell	Transylvania
Brunswick	Graham	Montgomery	Tyrrell
Camden	Granville	Onslow	Washington
Carteret	Greene	Pamlico	Yadkin
Caswell	Haywood	Perquimans	Yancey
Chatham	Hyde	Person	

The appropriation to each school ranges from \$500 to \$1,250. To a large majority of these counties the maximum sum of \$1,250 was appropriated.

The law enacted by the last General Assembly states that in appropriating this fund the preference shall be given first to those counties having no standard high school, and second, to those counties having no

standard high school in the rural district: *Provided*, that no part of this fund shall be used in any school unit containing less than five teachers, nor in districts having a special local tax voted by the people less than the average rate voted in the State, in addition to the State and county school tax for the six months term, nor in any district containing a town of more than 1,500 inhabitants, unless the number of children living in the rural district attending school shall exceed the number attending from within the incorporated limits of said town.

At the close of the last school year there were 28 counties in which there was not a high school of standard grade. All of these by this appropriation will be able to maintain at least one high school of standard grade within the county. In addition there will be located in 15 other counties high schools in the rural districts which heretofore have never had a high school of standard grade outside of the towns of

these counties. Therefore, for the first time in our history every county in the State will be able to maintain at least one standard public high school.

The growth of the high school within the past two years has been most encouraging. The enrollment in the high school department in 1920 was 30,868, but the enrollment for the year 1921-22 is 42,316; almost a 50 per cent increase in the growth of the high school in two years. Through this aid from the State the growth of our high schools will soon place them on a plane with high schools in other states. The per cent of our school population that has had the opportunities of high school education at home has been in the past entirely too low. In fact, we have almost been at the bottom of the list of states in providing high school advantages. But the remarkable growth of our consolidated schools, making it possible to have high schools convenient to the children of the county, is one of the greatest achievements in the past few years.

E. C. B.

CLASSIFICATION OF THE PUBLIC SCHOOLS

By E. C. BROOKS, *State Superintendent of Public Instruction.*

It has become necessary to give a more definite classification of the schools of the State, in order that the public money may be apportioned more equitably. The following classification of city schools, high schools and elementary schools has been made, and the State's funds will be apportioned accordingly:

CLASSIFICATION OF CITY SCHOOLS

The city schools are divided in two classes as follows:

Class A: A city school having thirty or more teachers and maintaining a Group I, Class A High School may be designated as Class A, and may be allowed a superintendent of Class A. For every additional twenty teachers one supervisor or principal of Class A may be allowed. However, a part-time supervisor or principal may be allowed if the number of teachers in the system is between thirty and fifty, at a salary not to exceed \$1,800. A city school of this class should have at least one ungraded room for children who are not able to carry the regular work of a given grade, and the teacher in charge of this grade should be specially fitted to give instruction to this class of children.

Class B: A town or city school system, having not less than twenty nor more than twenty-nine teachers, and maintaining a High School of Group I, Class B may be designated as Class B, and may be allowed a superintendent at a salary not to exceed \$3,000. No supervisors or principals will be allowed for schools of this class. However, teachers in charge of building may be allowed 10 per cent more than salary as a teacher because of the extra administrative duties.

A supervisor is defined as one who may be employed to supervise all the teachers of a section of a school system such as the primary or grammar grades. ¶

A principal is defined as one who may have the supervision and administration of a school unit such as the high school or an elementary school unit of one or more buildings.

Teachers who supervise the instruction in special subjects such as writing, music, drawing, etc., will be classified as special teachers.

Counties are not required to provide for directors of physical education in city schools unless arrange-

ments are made for the director to supervise physical education in the county schools.

CLASSIFICATION OF HIGH SCHOOLS

A school unit not designated as a city school, but maintaining a standard high school, may be designated as a high school unit (that is, a system containing both elementary and high school departments); three teachers will be allowed in the high school department for the first forty-five pupils in average daily attendance, provided a four-year high school course is maintained. One additional high school teacher will be allowed for every twenty-five pupils in average daily attendance.

The principal of the high school unit must have general supervision of the entire school unit. Otherwise he or she will be classed as a high school teacher. It is absolutely necessary for the system to be unified under one management.

The public high schools of the State are divided into the following groups:

Group I—Classes A and B:

Class A maintains a four-year course, having a nine months term with six teachers, two of which are teachers of vocational subjects, requiring fifteen units for graduation.

Class B maintains a four-year course, having nine months term with four whole-time teachers, requiring fifteen units for graduation.

Group II—Classes A and B:

Class A maintains a four-year course, having an eight months term with four whole-time teachers, requiring fifteen units for graduation.

Class B maintains a four-year course, having an eight months term with three whole-time teachers, requiring fifteen units for graduation.

The salary of the principal of the high school of this group may not exceed \$2,000 a year from State funds.

Group III—Classes A, B, and C:

Class A is a non-standard school, having three high school teachers, and maintaining a four-year course, and may employ a principal at a salary not to exceed \$1,000 from the State funds.

Class B is a certified high school, employing two high school teachers, and maintaining a three-year

course, for a term of eight months. The principal may be paid a salary not to exceed \$1,600 from State funds.

Class C is a recognized high school, employing one high school teacher and maintaining a two-year course for a term of eight months. The principal may be paid a salary not to exceed \$1,500 from the State funds.

ELEMENTARY SCHOOL

In apportioning the Equalizing Fund for 1922-23, two teachers will be allowed for thirty-eight pupils in average daily attendance, three teachers for sixty-five pupils in average attendance, and four teachers for one hundred pupils in average daily attendance, and one additional teacher for every thirty pupils in average daily attendance.

LANGUAGE WORK IN THE SECOND GRADE

ELISE FULGHUM, *Teacher in the Second Grade in the Goldsboro Public Schools.*

Much oral work preceded the writing of these little experiences. When the pupils enter school in the fall we talk informally, choosing subjects related to their every-day life. The little girls tell about their dolls, and the boys talk about dogs or rabbits, or perhaps, about "going fishing."

The following plan works well and helps establish the sentence sense.

Select four children. Ask each child to tell *one thing* about her doll. (Having each child give one sentence helps eliminate the "and" tendency, which is a weakness of many children.) Then one child is asked to tell all four things about her doll. After this other children try. They are asked to make their stories different.

Many such oral compositions are given. The children are not ready to write of their little experiences until very much later in the year, when they have acquired a vocabulary. They then begin writing some of the original stories that were told orally in the fall. Others are added—the oral work always preceding the written.

For instance, when we begin writing these stories, one child gives four or five sentences about his dog. These sentences are written on the board by the teacher as the child gives them. They serve as a model for the class. These sentences are then *erased* and the class asked to write different stories about dogs—as a rule not making more than five sentences.

It is necessary to stimulate some children through suggestive questions in order to get your sentences as, Where did you get your dog?

Tell me one trick he can do, etc.

Others can tell the sentences as a connected whole without questions.

Another time miscellaneous subjects were chosen and after one or two were developed orally, the children wrote at their seats the stories given below. They felt free to ask for help on any words they could not spell. When the stories were finished the teacher asked each pupil to read his over carefully and look for errors. Encourage *self-criticism* and *lead your pupils to find their own mistakes*. They have been taught attention to the mechanics—the use of the capital and period—and careful spelling. They see that their sentences do not begin with "and." They ask themselves if they have made sentences *people would like to hear*. Then the teacher and pupils together correct the stories, the teacher going over each composition

Moreover, in apportioning the Equalizing Fund for 1922-23, due regard will be given to the number of pupils in average daily attendance per teacher in those counties that do not participate in the Equalizing Fund, and so far as practicable the same standard shall be maintained as to the number of teachers allowed in those counties that draw from the Equalizing Fund, and the State funds will be apportioned accordingly.

By a proper classification of pupils, and by transferring the students of the sixth and seventh grades in the small one-room school to some better equipped school in the township, it is possible to make forty pupils in average attendance the minimum basis for employing two teachers, and counties are advised to adopt this policy.

with the little writer, and questioning individually as to corrections. Completion of these stories, including the writing and correcting, covers two or three language periods.

The children then found much pleasure in reading their stories aloud to class-mates. Some were read to another grade, and some were taken home and read to mother.

Leading the child to feel that he has something of interest to tell and some one to listen furnishes sufficient motive.

Fishing

I went fishing. I caught three fish. They were so big I could hardly carry them. I sold them at the market. I got twenty-five cents for them. MONTA HILL.

The Bluebird

Edna Chapman made a bluebird box. She put it in her peach tree. A bluebird came and made her nest there. She laid three eggs. Every morning she would get a worm and give it to her babies. WILLIAM CROW.

My Dog

Daddy throws a ball and my dog will bring it back. My dog's name is Bingo. He will jump through a hoop. When strange persons come in the yard he barks at them. He meets me when I come home from school. He likes us and will not bite. My dog will catch a chicken. ELEANOR LAURA BIZZELL.

At the Beach

I went to the beach. I saw some pretty shells. I went in bathing with a girl. I enjoyed the water. I went in the water as high as my neck. JOHN NORWOOD HAMILTON, JR.

At the Beach

Once I went to Southport. I went in bathing. The shells cut my feet. I had a fine time. I caught some fish. I caught some crabs. VIRGINIA SLAUGHTER.

My Doll

My doll is named Rose. She has a doll bed. I made her a blue dress. She has a trunk. She has a cap. BESSIE RICHARDSON.

The Party

Merle Sasser had a party. She was six years old. She had jello and pineapple and cake. I wore a pink dress. We played, "Did you Ever See a Lassie?" ELIZABETH PARRISH.

The Picnic

I went on a picnic. I went in bathing. We had fried chicken. We had hard boiled eggs. We had bread and peanut butter, and so many things I cannot tell you all of them. ANNIE LEE BYNUM.

PLANNING A LESSON ON THE CIVIL WAR AND RECONSTRUCTION

By WILLIAM T. LAPRADE, *Department of History, Trinity College, Durham, N. C.*

As we saw last month, the central impression that results from reflection on the causes of the Civil War is that it grew out of the sectionalism of the country, as the most profound result of the war was the eradication, in a large measure, of the conditions that led to sectionalization. Obviously, then, any lesson or series of lessons dealing adequately with the issues of the war must seek to raise questions pertinent to an explanation of this sectionalization.

Several easy explanations are ready at hand, and we are tempted to adopt them and thus to regard the matter as settled. Before doing that, however, it is stimulating to reflect that in the end the spirit of national unity proved strong enough to destroy ruthlessly the sectionalizing influences, that seemed almost inevitable in their operation, and to make the people and country essentially one. This inescapable fact suggests the questions whether the sectionalization need have taken place at all and why, indeed, it did take place. In other words, we know from our own experience, imposed on some of us by force, to be sure, that it is feasible to have a united country with a homogeneous social life. Moreover, it is not easy to maintain that this homogeneous social life is inferior in quality to the conditions that prevailed when the country was sectionalized to a larger degree. The conclusion is that the sectionalization was not the inevitable product of climatic and topographical conditions it is so easy to assume it was. It is almost as difficult to establish that the primary sectionalizing influence was an indefinite economic advantage accruing to one section or to the other by reason of the sectionalization. In short, there are plausible reasons for assuming that those responsible for sectionalizing the country acted unwittingly, and with no appreciation of the ultimate issues of what they were doing; certainly nobody would accuse them of premeditating the end that came.

How came our forefathers to act thus thoughtlessly, and with such manifest lack of foresight? It is worth the expenditure of several lessons to raise this question vividly in the minds of pupils. It is far more helpful to raise the question than find a definite answer for it, if a definite answer there be. The past of the race is full of questions like this about mistakes that apparently need never have been made if the groups that made them had exercised a not unreasonable degree of foresight. Indeed, in each succeeding generation, our own certainly not excepted, we are frequently acting or refraining from actions similarly pregnant with destiny. If it is possible, by taking thought now, to enable those who follow us to avoid some of the pitfalls into which our generation has been led from lack of foresight on the part of those who lived in the past, our study of the past will serve a good purpose.

As was suggested above, it is so easy to do, that we usually acquiesce in the inevitableness of the things that followed the landing of a cargo of negroes in the infancy of the Jamestown Colony. Large scale agriculture, in which slave labor was used for the cultivation of staple crops, seems to follow so logically in the wake of that cargo that we are in the habit of assuming that the sequence was necessary. We neglect to remember that it was with some difficulty, and after a period of experimentation and adaptation, that a demand for tobacco was created and a variety of cotton

was evolved that would grow on this continent. That these things, when they were done, resulted in the sectionalization of the country is manifest; that it was done as the result of human effort, and choice is equally clear. This system of agriculture and labor in time differentiated the southern section of the colonies from the northern, in which the staples would not grow so easily, and where, therefore, it was less easy to use slaves to any advantage. The introduction of manufacturing after independence gained served to intensify a sectionalization already pronounced. The new industries called for a greater skill in labor and a larger measure of dependability than could be expected from slaves. The growth of manufacturing by machinery, therefore, meant a corresponding intensification of the differences between the sections. In time the prosperity of the Southern States became practically dependent upon the industries of Great Britain and the Northern States, which afforded a market for the southern staple.

But we know now that manufacturing can be carried on in the Southern States and that agriculture can be conducted on small farms, and with free labor, at least as profitably, perhaps more so, than was the case under the old regime. A sober second thought, therefore, might suggest the question whether slavery, large plantations, and staple agriculture were ever as inevitable in the nature of things as the books sometimes lead us to think. May not somebody have blundered when in the outset we were led to embark on this undertaking that resulted so disastrously, and that it cost us so much bitterness and strife to root out?

Perhaps we can never exactly apportion the blame. It is doubtful whether we do ourselves much credit when we seek to relieve our southern forefathers of any share in it by the accusation, partially true no doubt, that they purchased the slaves from northern or British traders. But it is much more profitable to seek explanations than to apportion blame. One of the explanations seems to be that our early forefathers made what proved to be a mistake of judgment, leaving aside the question of whether slavery involved a question of fundamental injustice. Some of the mistakes were certainly made by those in England who projected the colonies, and who were naturally anxious to reap a profit from them. Perhaps we may all agree that other mistakes were made by people in both sections of the colonies and later in the States.

The point here is not to set down what those mistake were. Once this issue is made clear it is not difficult to set the pupils the task of searching from the text-book or other sources illustrations of the mistakes and the reasons why they were made. In this way thought will be stimulated on the terms that led to the sectionalization of the country and brought on the war. No matter if many of the explanations are not found; no matter, indeed, if the more influential explanations are not discovered, so the pupils are stimulated to search for them and unconsciously to assume as a working hypothesis in their thinking about social questions that it is possible for a given action to be a mistake. This process, in time, leads to the feeling that political and social questions on which we have to pass judgment as citizens merit the soberest, soundest consideration we can give them, lest we in our day make similar mistakes.

IS THERE A NEED FOR SCIENCE IN THE HIGH SCHOOL?

By BERT CUNNINGHAM, *Department of Biology, Trinity College, Durham, N. C.*

In this day of scientific thinking it would hardly seem necessary to discuss the values of teaching sciences in the high schools. However, when one surveys what is being done in our State the need for such discussion is evident. But few schools have satisfactory courses in science, and a number of schools, which a few years ago had fairly good courses, have for one reason and another discontinued them. Does the present tendency toward "General Science" meet the needs of the modern world, or is there a real need for organized sciences in the high school?

In order to lay a claim upon the time of the student, a course should have one or more of the following values: (1) an individual value; (2) a community value; (3) a related value.

(1) To possess an individual value a course should have something of a practical bearing. It should develop character, making one more self-reliant; it should lead one to understand his environment, both natural and social, and to use that environment to an advantage; it should contribute its share to the so-called mental discipline of the student. The nearer a course fulfills these conditions the more individual value it will have. In the group possessing these characters to the highest degree one might place Language, Mathematics, History, and any of the sciences. So well do the sciences fit the requirements that one might wonder if they were made to fit.

(2) To possess a community value, a course should contribute something toward the development, either physical, mental or moral, of the community. Certain of the sciences, perhaps, lend themselves more readily to this value than others. Biology becomes the basis of hygiene and sanitation. From an understanding of biological laws better breeding is secured (in plants and animals, at least). Sex hygiene and the war on venereal disease, as well as the abolition of drugs and alcoholic liquors, have resulted from the education of an interested public along biological lines. Modern sewage systems and municipal water systems have always met resistance from the uneducated.

(3) In order to have a related value the course should be either a preparation for some higher course or should have some direct bearing upon the life work of the student. It is upon the former of the two points that the college and high school so often disagree. In fact, college men do not agree among themselves. There is scarcely a college professor, however, who is so bigoted that he thinks none can teach his science but himself. Such men may be ignored. There are many on the other hand, who prefer to lay the foundations themselves, since the foundations laid by the high schools are frequently the work of incompetent, untrained and unskilled teachers. If there were fully trained teachers, with equipped laboratories and with sufficient time to do this work satisfactorily in high schools, no doubt there would arise from the colleges a loud hymn of thanksgiving. Think of it—a freshman who had really been introduced to the sciences! A student who would have time during his crowded college course to become familiar with all the sciences. While one must not consider sciences from the standpoint of preparation for college alone, it must be remembered that each year sees larger numbers of the graduating classes presenting themselves for admission to colleges.

Further examination of the individual sciences which may be offered in high school will reveal more clearly the values of each. Assuming that "General Science" is a compromise and an acknowledgment on the part of the school of its inability to give courses in standard sciences, further discussion of this subject is unnecessary. The Natural Sciences, which therefore demand attention are Physical Geography, Biology, Physics, and Chemistry, and, in rural schools, Agriculture. While it is not agreed by all that these subjects are named in a natural sequence, the arrangement may be shown to be feasible. It is to be understood, however, that any of these subjects may be made sufficiently difficult for a high school senior.

Physical Geography has been named first, since, under ordinary circumstances it is the least adaptable as a thorough laboratory course, and because it may be more definitely correlated to the historical, economic and governmental data already in the mind of the student. This science has individual values. One's self-respect is certainly heightened when after viewing the broad vista of the earth and the methods of its evolution one realizes that he has the power to remove mountains, make seas, harness the winds, waves and lightning, and all because man has a brain with ability to plan and power to execute. A great part of one's physical and biological environment is clarified by this science, and through an understanding of its laws the very nature of Nature is being changed. One sees the earth no longer as a haphazard thing, but as a great organism, made up of an almost infinite number of units, each complete in itself, yet all interdependent. This interdependence is well shown in the so-called life zones of Biology. Nothing is more natural than to follow the course in Physical Geography by a course in Biology.

It may seem to the reader that the values given above are so fully met in Biology that they were formulated by a biologist, still they are recognized by certain educators. The idea, that if but one science is to be offered in the high school that one should be Biology, might be traced to a like source. But, surely no one would doubt the individual value of Biology. One of the prime functions of an educational institution is to teach the student to think. There are but few subjects which lend themselves to this function. To be able to think correctly one must have data, and so far as possible that data should be first hand, and as complete as possible. However, data is useless unless organized and classified, neither is it of any worth if it be dishonestly used. No course within the range of high schools offers a student a better opportunity for mental development and logical thought processes than Biology. The most flexible part of a man's environment is the throbbing life that surrounds him. From a study of Biology one comes to understand more fully the relations and interrelations of all life, and also their relations to inanimate nature. Knowing the physiographical idiosyncrasies of living things, man has been able, virtually, to change the very nature of Nature; native plants of China, Japan, South America and Africa are made to blossom and bear even better fruit in America. Whole races of animals are exterminated and new races built at the beck of man. Here, possibly, more than anywhere else, man is dictator of his

(Continued on page 12.)

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The season of the summer schools will soon be at hand. Teachers should plan their courses carefully, in order to avoid needless duplication.

Have you tried the new examinations? If so, you will agree with us that it requires more scholarship to secure a certificate than ever before. It pays to complete the high school course before leaving school.

An elementary school, having four or five teachers and each teacher independent of every other teacher, and owing no allegiance to the principal in charge, is a unique institution. It must disappear.

No, my dear, if you are teaching in a school which employs four, five, or six teachers, your room is not independent of the remainder of the school, and don't become nervous if we cause you some embarrassment.

At least one standard high school in the rural district in every county in the State is the standard set for the year 1921-22, and we have at last made this possible. Next year we hope to see the number more than doubled.

How many city schools have an ungraded room in which the children may find the right amount of work which they can accomplish? We should have no standard city school in the State without the ungraded room.

Superintendent, encourage the pupils to remain in the high school until they have completed the four-year course. This will be worth much to the pupils if they expect to teach. The State examinations will grow harder and harder.

Do the cows in Pitt County give milk in winter? Of 1,500 rural school children questioned in February and March it was found that only about 35 per cent drink milk. This surprising information is credited to the latest report of the superintendent of Public Welfare of that county.

Next year the superintendents should take a census of all the children between the ages of seven and twenty-one and should know the names and parents of all who have not yet attended school. It is a re-

flection on the schools of any county to have a number of children of school age who have not yet attended school and who are still illiterate.

The schools are reaching the children. Did you know that the per cent of illiteracy of the children of school age between ten and twenty-one years in twenty-five counties is 2 per cent or less? But listen: in eighty-five counties it is five per cent or less. This is a fine testimony of the work of the schools.

The auto-trucks of the hinterland haven't anything on the water-trucks of Dare County. When Miss Evans, the superintendent, wanted to hold a group commencement away across Pamlico Sound, at Buxton, the only town in North Carolina, and may-be in the world, that is fifty miles from its own county seat, she just had the children and the folks brought in boats. And the first educational meeting of the kind ever known in the southern part of Dare County was then held at Buxton. And when the Buxton children must attend commencement at Manteo, the boats are ready again. The philosopher who observed that "where there's a will, there's a way," didn't necessarily draw his conclusions from watching the working of a man's will.

ADD MARION AND ROCKINGHAM

The list of accredited high schools published in the March number of NORTH CAROLINA EDUCATION was copied from another publication and omitted two important high schools contained in the official list, namely: Marion High School, at Marion, and Rockingham High School, at Rockingham.

The editor is glad to make correction by adding Marion and Rockingham to the list, bringing the total for North Carolina to 44.

GOOD ENGLISH CAMPAIGN

The following letter has been received from Mr. Clayton McCracken, of Fairview, N. C., and should commend itself to all teachers of English throughout the State:

"Our school has begun what is known as the Good English Campaign. It is our purpose to stress the importance of good English, thereby encouraging a more careful and thorough study of the English language in our public schools of North Carolina."

Every public school in the State should follow this example and give considerably more emphasis to the teaching of good English.

Perhaps no one thing offered by the consolidated school does more for the elevation of community life than music. Through the influence of the school the quality of the music used in the homes has been raised; new instruments have been purchased; a greater number of children take lessons; many join the school orchestra; and in general the whole community has been aroused to an appreciation of a higher grade of music.—Rural School Leaflet, No. 1, of the U. S. Bureau of Education.

COUNTY CAMPAIGNS FOR HOME AND SCHOOL IMPROVEMENT

The number of county-wide campaigns for home and school improvement shows a gratifying increase within a single year. The honor of being the first county in the State to put on such a campaign is claimed by Franklin County, where Miss Pauline Smith, the home demonstration agent, with the hearty support of her co-workers, began their work in January, 1921. This was quickly followed by Miss Celeste Henkel in Iredell, who organized her forces and put them into action with such swiftness, energy, and enthusiasm that a public celebration of the remarkable results accomplished within the short space of three months was a part of the county commencement in April. An account of her work was published in NORTH CAROLINA EDUCATION a year ago.

In Franklin County the campaign year runs from October to October. At the end of the year in October, 1921, a summary of the results formed a notable exhibit of enterprise and achievement. Among the more than one hundred items in this summary, are such noteworthy ones as these: Ten consolidated schools were selected for improvement under the supervision of Mr. John J. Blair; community people went out with their hoes, rakes, and scoops, two hundred people gathering to work one day when the ground was frozen hard; prizes ranging from \$5 to \$50 were offered to schools and housewives making the most improvement in their school or home grounds; 310 people participated in the home improvement contest; 2 water systems, 2 light systems, and 2 heating systems were installed, 100 houses and 20 kitchens were screened; 170 trees and shrubs and 2,000 flowers and vines were planted; 747 were enrolled in the bread campaign, Franklin County bread winning second prize at the State Fair.

In Iredell, the work was continued from 1921 right on into the present year and the close of the Home and School Improvement Campaign at Statesville, April 22, was the second great event of the kind to be held in that county.

The campaign spirit is catching. This year Catawba, Davidson, and Stanly counties—and perhaps others that failed to be noted—have waged campaigns for school and home betterment.

In Catawba the communities in the school improvement contest raised more than \$6,000 in cash, which sum is to be duplicated by the county.

In Stanly, the campaign was directed mainly to school improvement; but among the three dozen or more prizes offered in all, three are significant of the interest shown in other phases of community improvement: \$100 for the most systematically arranged farmstead, including the buildings and grounds, and \$25 for the community having the largest number of farms named and marked, and having the most attractive names, and \$25 to the community reporting the most screened homes.

The list of prizes offered to students, grades, schools, teachers, men and women, and community clubs, in Rowan County, would cover about two pages the size of this one. The campaign lasted throughout the school year, and the prizes were awarded at the county commencement, April 13. Rowan is among the counties that include the teachers among those who may win prizes for superior work.

Of unusual interest was the campaign in Davidson County. Four schools put in during the contest im-

provements amounting to upwards of \$9,000. The prize of \$50.00 for the most improvement was won by the Churchland school—a school in a strictly three-truck rural community, which made improvements valued at \$6,265.35. For a detailed account of all this, space is lacking; but there are some features of the story that should not be omitted.

In the first place, the contest was put on, says Mr. W. A. Young, the enterprising principal, "when it seemed that the community had done all it could do. A new building had just been completed, costing \$30,000. The community had met one-half of this and in addition, about \$5,000 more."

But the contest was entered with a fine spirit of co-operation upon part of the teacher, students, and patrons. They bought pictures, curtains, shades; the patrons plowed, sowed, and excavated without pay; a \$1,000 water plant was installed; a \$1,900 community lighting plant was put in, three-fourths of the cost being borne by trustees of the school, who light their homes with a part of the current; painting was done, a driveway was made, maples and shrubs were set out; the gymnasium and ball teams were not forgotten, and a piano was bought.

A library was badly needed. "If you'll provide a library of 500 volumes yourselves," said a neighbor to the school, "I will donate that piece of land [about \$600 worth] for playground use. The library was provided and the playground obtained.

Equipment for teaching animal husbandry was added in the agricultural department, and a shop fitted up; the home economics department was also equipped to rank with the best in the State; arrangements also are now being made to put in full laboratory equipment for teaching biology and general science. This will put the school in Group I, Class A, of the State system of high schools.

No wonder Mr. Young, the principal, finds that Churchland won much more than the prize. The campaign (1) aroused a spirit of friendly rivalry among the rooms, grades, and departments; (2) called into constructive action the spirit of coöperation and loyalty existing in the community; (3) accomplished more in a few weeks than would otherwise have been done in years; (4) obtained many things needed by the school that might not have been obtained at all without the campaign.

But the good of the contest was not monopolized by the winning school. Every contestant was gainer to the extent of improvements made. Reeds, Arcadia, and Southmont all made considerable interior or exterior improvements.

W. F. M.

AN AID TO YOUR CHILDREN

At school a dictionary is considered an essential and is always at hand. For best results in home work it should be equally accessible at home. Only once in a lifetime can the best study be done. That period should be made as effective as possible.

The dictionary is really an *all-knowing special teacher* whose services are always available.—From circular of *Webster's New International Dictionary*.

If the National disgrace of ignorance and illiteracy is to be removed, thorough and effective compulsory attendance laws must be enacted and enforced in every State and district in the Union.—Resolution No. 6 by the Department of Superintendence, N. E. A.

IS THERE NEED FOR SCIENCE IN THE HIGH SCHOOL?

(Continued from page 9.)

environment. There is little need to urge the mental discipline value of Biology; it is already evident. As a "community value" subject it is practically unsurpassed. Some of these values have already been noted. The related values are, likewise, almost innumerable; hygiene, sanitation, arboriculture, stock, stock breeding, war against pests, and even the betterment of the races, to say nothing of the professions such as medicine, dentistry, etc., are more or less technical subjects built upon the fundamentals of Biology.

While it is true that the student of Biology has been taught to observe, record data, and draw conclusions, it must be remembered that he has done so with incomplete facts, therefore his conclusions, though logical, are more or less open to doubt. Possibly, this is one of the merits of the subject. The course should therefore be followed by one in which the laws can be accurately determined without the loss of accurate observation, and with the minimum of imagination.

Such conditions are met by Physics. Here careful observations lead to specific laws, comparatively easily determined, and as the student comes to "hit near" the law his self-reliance and faith in "Law" develops rapidly. Here is also a "key" to much of physical environment. The mental discipline value needs no discussion. Since much of our physical environment, e. g., transportation, water supply, sewage systems, etc., is directly connected with physical problems one does not

need to go into detail as to community value. As to related values: In addition to preparing students for mechanics and certain types of technicians and professionalists, this subject lays the foundation for a course which deals with less tangible things than weights and measures.

Chemistry—the product of laws, molecules, atoms, electrons and the so-called "dances of the atoms," calls continually for the play of the imagination. Truly, not the undirected imagination of dreams, but an imagination that deals with more uncanny creatures than gnomes and hobgoblins, who always act as they should and really never misbehave. To understand them, even in the most rudimentary way, one must call into play all the keenest observation which his Biology has contributed, and add to this the exact certitude of his Physics, and then swing out into the unseen and unknown and grapple with these invisible entities, and wrest from them their secrets. Here, therefore, is the peak of high school training since all the resources of the student are called forth to master that invisible thing which can only be reached by reason. At first glance, one may suppose there is but little of community value in Chemistry, but it really has a host of related values that have more or less of a community value. Most of our food, our clothing, our homes, our recreations, our whole existence, even to our death and burial, are intimately connected with this fundamental science.

But few of the many values of these sciences have been noted here, but if there be any still unconvinced of the validity of the claims of the sciences for a place in the high school curricula, let him only face the matter squarely and think what his life would be without the contributions of science.

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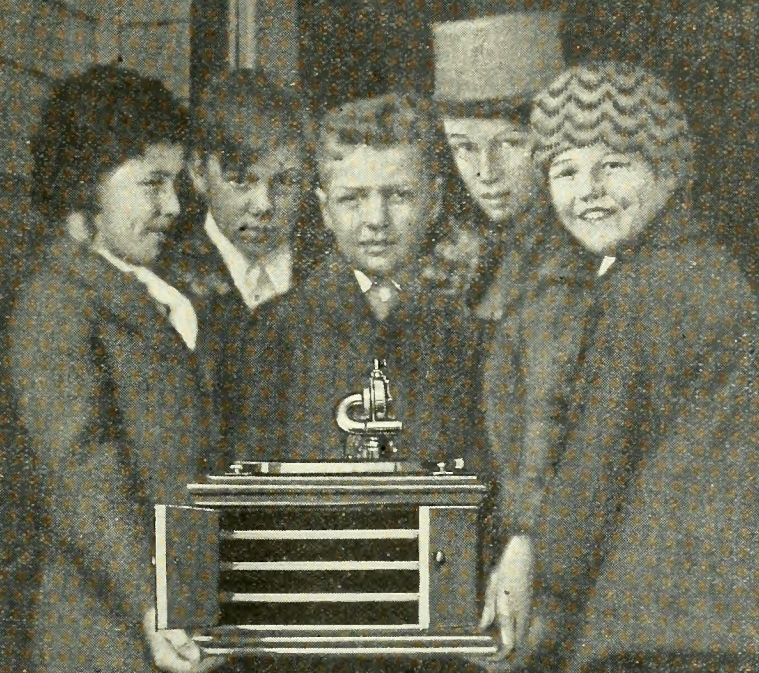
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STATE SCHOOL NEWS

SCHOOL NEWS BRIEFS

There was a "record attendance" at the county commencements this year.

At Burlington, April 4, the proposed school bond issue of \$100,000 was defeated by twelve votes.

Work on the beautiful new school building at Whiteville has begun. It is planned to lay the cornerstone May 5 with appropriate ceremonies.

Stonewall Township in Hoke County voted April 15 in favor of a bond issue of \$15,000 for the erection of a consolidated school building and teacherage.

Ground has been broken for the new Methodist Protestant College near High Point. Dedicatory exercises proper are being arranged for June 29.

The school board of Reidsville has accepted the architect's plans for a new high school building, calling for a commodious auditorium, gymnasium, administration offices, domestic science and manual training departments, and fourteen class-rooms.

This is Supt. C. E. Teague's first year as superintendent of the Lee County schools. The report of the county commencement at Sanford, April 15, says that he and his assistant, Miss Ruth Gunter, have achieved fine results with the schools.

Several pictures of famous characters, consisting of some of the masterpieces of art, have been presented to the Burlington graded schools by the local parent-teacher association. Dr. John W. Lesley, Jr., of the faculty of the State University, made the speech of presentation at the Broad Street school.

What Brain and Brawn Did With Barrenness and a Boulder

Reeds (school community in Davidson County) took a barren knoll, expended \$167 in shrubs, a couple hundred dollars worth of work of men and teams, terraced and beautified the place until the splendid building is set off in great fashion.

A giant boulder weighing eight or ten tons was taken from its resting place, ended up near the highway leading from Salisbury to Winston-Salem, and upon its side will be inscribed the fact that George Washington once passed that way on a stage coach and made a stop near where the school building now stands.—Lexington Dispatch.

Pageantry at Davidson County Commencement

Denton, coming up from the eastern part of the county, took the \$30 prize for the historical pageant, competed for by four larger schools, in-

cluding Linwood, Churchland and Welcome. The winning pageant was one representing the civil war period with slaves sold upon the block, working in the corn fields to the tune of racial melodies, the march-

ing away of troops and return of crippled veterans and the burning of the Davidson County courthouse. Linwood presented many historical facts of the revolutionary period. Churchland featured Daniel Boone, who for a number of years lived almost within the shadow of its school buildings, with Welcome setting forth the world war period. The pageants were an outstanding feature of a full day.

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WOMAN MAKES THINGS GO IN DARE COUNTY

Biggest School Commencement Ever Held on Roanoke Island

What is declared the biggest crowd ever assembled in Dare County at any one time attended the county commencement at Manteo. Hundreds of children were brought across the sounds in boats to Manteo for the occasion and the homes of Manteo were thrown open for the accommodation of all visitors. Every community in the county was represented. Two years ago such a gathering of school children in Dare would have seemed an impossibility, because of the great water distances between most of the school districts. But there is a woman at the head of the public school system of Dare, to whom all things are possible.

Miss Mabel G. Evans is superintendent of Dare County schools and she possesses the enthusiasm, energy and ability to make almost anything go. Under her administration Dare is wide-awake on the subject of school consolidation, longer school terms and high school instruction for every child in the county.

Prof. C. L. Coon, superintendent of Wilson County public schools, was the chief speaker of the day, and spoke on "An Efficient School System." The judges for the contests were Mr. M. P. Jennings, superintendent of Pasquotank County schools; Mr. Coon and Mr. J. B. Hurley. The largest prize-winners of the day were the Manteo, Wanchese and Mauns Harbor schools.—Elizabeth City Independent.

Mr. G. D. Gatling, New Superintendent for Gates County

Gatesville, April 8.—T. W. Costen, who has been for more than twenty years directly connected with the public schools of the county, first as county superintendent and during the past four years as chairman of the board of education, tendered his resignation as a member of the board at its regular monthly meeting April 4, on account of the fact that he is a candidate for the State Senate from the First Senatorial District. The resignation was accepted, and G. D. Gatling, twice representative of the county in the lower House of the General Assembly, was elected as his successor. Under the wise leadership of Mr. Costen the schools have gone forward and the large consolidated districts will remain monuments to his far-sighted and untiring efforts to give the children of Gates County the opportunities to which they by right are entitled.

The election in Raleigh Township, April 4, was carried by a majority of 704, in a registration of 4,429, in favor of the million-dollar bond issue for schools. "As superintendent of schools," said Supt. S. B. Underwood,

"I am profoundly grateful to all who had any part in the splendid victory. The school administration pledges itself to give the public a million dollars worth of school buildings for the million dollars voted today."

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Centennial of Ebenezer Academy in Iredell

The one-hundredth anniversary of the founding of Ebenezer academy in Iredell was celebrated Saturday, April 15. The original building still stands a stone's throw from Bethany church, in which the anniversary exercises were held. It was founded by Hugh R. Hall, who for a quarter of a century conducted a school in which many men prominent in the life of the State and church received their training. Over the front door are these words: "Ebenezer Academy, Established in 1822," and a large United States flag floats over the entrance. Originally there was only one room with an open fireplace at each end; now one of the chimneys has disappeared and a partition separates the room into two sections. The trees in the yard stand as they did in the days gone by, but the building shows signs of permanent decay.

On the walls of this ancient landmark are still, in bold letters, quotations that reflect the teachings and lessons that were impressed upon the fathers and mothers of the present generation. Here are a few of the quotations, which express sentiments that have remained green in the memory of those who came under the elevating influence of this institution: "Resolved, That the world shall be better"; "Speak the truth"; "Do unto others as you would have them do to you"; "Keep things neat and clean"; "School tax is the best tax"; "Always do right"; "Mind your own business"; and over the door these words, "Always be on time."

Many former pupils of the school gathered from the four quarters of the compass to participate in the centennial.

Supt. J. H. Rose Heads Parent-Teacher Association

Greenville, April 8.—Prof. J. H. Rose, superintendent of the Greenville public schools, was elected vice-president of the North Carolina Parent-Teacher Association, according to a message he received today from Miss Catherine Albertson, corresponding secretary. The board of

managers met April 1, the other officers elected being: Mrs. Frank Spruill, of Lexington, president; Mrs. A. A. Knee, of Charlotte, treasurer; Mrs. Burke Hobgood, of Durham, auditor.

West Hickory Will Try Again

West Hickory citizens, whose \$60,000 school bonds were declared invalid, will vote again early in June on the question of issuing \$50,000 in bonds for the same purpose. There was little opposition the first time and plans were drawn and a picture of the building printed before it was learned that the district was larger than the town ordering the election, and despite an effort to cor-

rect the mistake in the Legislature, the bonds could not be sold.

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Honors at Wake County Commencement

Wakelon High School, Wake County, went home from the first county-wide school contest, April 15th, winner of twelve first places, taking blue ribbons in every department of the contests from primary work to advanced choral singing and track athletics. Wakelon's neighbor over at Wendell took away eight first places, seven went to Cary, and five to Apex.

Practically every school in the county was represented in one way or another in contests which began at 9 o'clock in the morning and continued without interruption to near nightfall.. It was the first county-wide contest for honors, although many county commencements have been held in former years.

Fifty first honors were offered, with ribbons for rewards. They were well distributed throughout the county. In every contest the work of the smaller schools was of a quality that won eighteen first places for the smaller schools.

County High School in Rockingham

At the regular April meeting of the county board of education at Wentworth a numerously signed petition asked that a central county high school or county farm-life school be established at or near the county-seat.

The board unanimously voted to appropriate \$25,000 for the establishment of the school, and decided to ask the county commissioners to appropriate a like amount. It is thought that State and Federal aid will be insured for the school.

The suggestion that the school be located on the county home tract seems to meet with approval by many. The plan is to induce the county commissioners to give about fifty acres of the county's land to the new school and have it located on the Reidsville-Wentworth proposed hard-surfaced road near the point where the road will branch off for Leaksville.

Fire!

Thomasville, April 15.—Fire supposed to have been of incendiary origin completely destroyed the Thomasville public school building and two residences, entailing a loss estimated at \$115,000 to \$125,000. Insurance to the amount of \$40,000 was carried on the school building.

Reidsville, April 8.—The old graded school building for negroes

near North Scales Street caught on fire about 5 o'clock Monday afternoon and was totally destroyed. The building was an old frame structure and burned very rapidly. The school board carried \$11,000 on the build-

ing and \$2,000 on the furniture, desks, etc. The school will continue without interruption, the new schol building being used by part of the grades in the mornings and the others in the afternoons.

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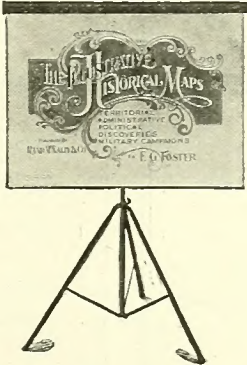
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University Puts Into Effect Plan to Bring Colleges Closer Together

Chapel Hill, April 11.—An important step in bringing Southern universities and college into closer relationship with one another is the establishment of exchange professorships. Under this plan members of the faculty of one institution go forth on visits of from three days to a week, deliver lectures and hold conferences with faculty members and students of other institutions, exchanging reports of the work done in various fields of learning.

Walter D. Toy, professor of German in the University of North Carolina, has just returned from a stay of several days at Vanderbilt University in Nashville, Tenn. While he was there he gave three lectures.

The topic of the first was the rise of Prussia and its position of dominance among the German states. The second had for its title "The Personal Element in Goethe's Works," and the third was in the nature of a general introduction to Schiller.

Mr. Toy was accompanied on the trip by his daughter, Miss Jane Toy, who is now a student here. They both report the heartiest cordiality toward North Carolina on the part of Vanderbilt and the people of Nashville, and a keen interest in the expansion of North Carolina's university.

Revised plans for three new school buildings in Henderson have been completed. Bids submitted several weeks ago so far exceeded the funds in hand that the school board will re-

quest new proposals on the revised plans. It is thought that the contracts may be let early in May.

A volume packed with facts about the State's modern problems has just been issued as the Year Book of the North Carolina Club at the University under the title, of "North Carolina, Industrial and Urban." The edition is limited and copies are sent only to those who make application. The book contains eighteen chapters.

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Stanhope Voted Bonds Before Breakfast

April 12 the Stanhope district in Nash County was called on to vote a \$20,000 bond issue for schools.

The polls opened about 5:40 a.m.

By 6:46 a.m. enough ballots had been cast in favor of bonds to carry the election safely.

The early voters then went back home to breakfast and their regular day's work.

Milk Drinking Adds Weight to Children

Elizabeth City, April 7.—An average gain of 10 per cent in weight is shown by the 28 retarded children for whom the milk distribution plan was specifically undertaken in January at the primary schools for white children in this city. The report for the month of March, which has just been made public, and which gives the weights recorded, shows that two pupils gained five pounds; one two and one-half pounds; five, one pound; two, one-half pound. One showed no gain, one lost a pound by reason of illness, and two were not recorded, being absent when the weighing was done.

For reviewing for the teachers' examination, get the "Quiz." It is a pocket size normal question book. Price 50c; 3 copies, \$1.00. Teachers' Supply Co., Grayson, Ky.

UNIMPROVED MOUNTAIN FARM FOR SALE

In McDowell County, northeast corner, about ten miles from Marion and Bridgewater, among beautiful new lakes of Southern Power Company, 51 miles east of Asheville. Between two ridges along a rollicking mountain stream, ample for private lake, and for farm power and electric lights; 216 acres, 50 to 60 acres in valley and gentler slopes; a few apple trees on the place, but no buildings to speak of; fine site for quiet country home (or several summer homes), for poultry, fruit, grain, or stock farm. Adjoins farm of Mr. I. A. Davenport, in Nebo Township. Price less than what some small city lots cost. Do not write unless in position to improve property; for one who will improve it, here is a potential little fairyland for a song. Too far away for owner to give it personal attention. Rigid investigation invited. Address Farm Owner, Box 412, Raleigh, N. C.

The Summer Quarter

Courses are the same in educational and credit value as those offered in other quarters of the year.

The colleges, the graduate schools and the professional schools provide courses in Arts, Literature, Science, Commerce and Administration, Education, Law, Divinity, Medicine, Social Service Administration.

Ideal place for recreation as well as study. Golf, tennis, rowing, etc. Two great parks and Lake Michigan within walking distance.

Students may register for either term or both.

1st Term—June 19—July 26

2nd Term—July 27—Sept. 1

Write for complete announcement

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The Negro Agricultural & Technical College State and County Summer Schools

The 23rd Session will begin June 26th, and continues six weeks. Courses will be offered for County, Elementary, Primary, Grammar Grade, High School, Teachers and Supervisors. Strong Faculty.

465 teachers were in attendance last summer.

A fine place to spend the vacation in pleasant associations while increasing the value of one's certificate.

For information write

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Chicago

Cullowhee Normal and Industrial School SUMMER QUARTER

Cullowhee Normal and Industrial School, a State institution for the training of primary and grammar grade teachers, is centrally located in the counties of North Carolina west of the Blue Ridge.

The Summer Quarter for 1922, consisting of two six-weeks' terms, will open May 30 and close August 18. The second term will open July 11.

This institution affords a maximum opportunity to teachers at a minimum cost in a section noted for its inspiring scenery and delightful climate.

Those desiring catalogs or special information will please address

W. E. BIRD, Summer School Director, CULLOWHEE, N. C.

LECTURES HEARD 600 MILES AWAY

Students at State College Get Long-Distance Instruction

Dexter S. Kimball, Dean of the Engineering School of Cornell University, who is president of the American Society of Mechanical Engineers, addressed the Student Branch of the A. S. M. E. at State College by radio-telephone the evening of April 13.

Calvin W. Rice, who is secretary of the society, also was heard by the students at State College. Both speakers were in Schenectady, N. Y., six hundred miles away, but the Tar Heel branch of their audience had no difficulty in hearing them plainly.

The North Carolina end of the lectures was heard in the auditorium of the electrical department of State College, the voices being transferred from the wireless receiving station across the hall through wires to a magnavox, which was stationed in front of the audience on a large desk.

The Tar Heels were given some good pointers on important things to remember in their profession. They listened with rapt attention to the distant speakers, whose voices could be heard as clearly as if they were present at the desk on which the magnavox was placed.

The local student body of the A. S. M. E. had as their guests for the evening the members of the local student branches of the American Society of Civil Engineers and the American Society of Electrical Engineers, and also the following guests: Prof. J. E. Allen, superintendent of education of Warren County; Prof. G. B. Harris, superintendent of the Norlina schools and a delegation of a score or more from Norlina, who also had the pleasant privilege of "listening in" on concerts in Pittsburgh and Schenectady.

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Second Ditto: "Thanks. Is it formal; or shall I wear my own clothes?"—Life.

East Carolina Teachers College

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More than 200 courses in the following fields:

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Chemistry
Economics
English
Modern Foreign Languages
Latin
Geography and Geology
Government
History
Mathematics
Philosophy and Psychology

Physics

Sociology

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Business Law
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Finance
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DEAN JOHN W. WITHERS, Director of the Summer School
New York University, 32 Waverly Place, New York City

NORTH CAROLINA

State College of Agriculture & Engineering Summer Session—June 13 to July 26

Teachers Courses (1) for those holding State Certificates and (2) for graduates of Standard High Schools. Courses for College Entrance and College Credit. Catalogue upon application.

Apply for Reservation at Once

W. A. WITHERS, Director, RALEIGH, N. C.

George Peabody College for Teachers

NASHVILLE, TENNESSEE

For the Higher Training of Leaders in Southern Education Summer Quarter, 1922

First term, June 8 to July 18; Second term, July 19 to August 29.

More than 300 courses in twenty-six departments, counting toward B.S., A.M., and Ph.D. degrees.

Strong courses for both graduate and undergraduate students, offering adequate preparation to equip superintendents and supervisors of public education, administrators and instructors in normal schools and colleges and universities, heads of departments and supervisors of the various subjects taught in schools and colleges, directors of vocational schools, of home economics, of public health and physical education.

The Peabody Campus of fifty acres, with its trees, lawns, shrubs and flowers, and its five handsome colonial buildings, its spacious library and reading-room, offers unsurpassed opportunities for study and recreation.

Thousands of students come to Peabody from prominent educational positions all over the South, because the higher training received here increases their ability to serve their communities as well as advancing their salaries.

Write for a catalogue of the summer quarter now.

THE UNIVERSITY OF TENNESSEE SUMMER SESSION—1922

(Formerly Summer School of the South)

KNOXVILLE, TENN

FULL SESSION, TWELVE WEEKS

First Term, June 12-July 20; Second Term, July 21-August 30

All Teachers, College Students, and Others Prepared to take courses, may enter. Popular lectures and entertainments. Fine summer climate. Improved boarding facilities. Reserve room early.

PALMER METHOD PENMANSHIP CONTEST

List of Prize-Winners in State-Wide Contest and Their Teachers

On March 15, 1922, a penmanship contest, open to any public school in the State using Palmer Method Writing, was conducted. The schools competing were Greensboro, High Point, Wilson, Rocky Mount, Weldon, Tarboro, Burlington, Washington, Jacksonville, Murphy, Reynolds, Fayetteville, Bessemer City, Davis, Vanceboro, Elizabeth City, Winston-Salem, Spring Hope, Concord and Statesville. The one best specimen from each grade, from grades one to eleven, inclusive, was selected in this preliminary contest and forwarded to the Palmer Office in New York. Mr. S. E. Bartow, principal of the Palmer School, acted as judge in the State contest.

The idea of stimulating interest in penmanship through competition with various schools in the State originated with Miss Carothers, of the Winston-Salem high school faculty, who, with the support of the Palmer School, planned and set into operation the first State contest in 1921. The schools competing the first year, though not so great in number, found the contest an important factor in obtaining results from penmanship classes.

In 1922 the idea increased in favor and the number of schools competing almost doubled. From the experience of many teachers it has been ascertained that the contest has been instrumental not only in quickening the interest of pupils, but also in improving the quality of their penmanship to a marked degree. Mr. Bartow, in commenting on the 1922 papers, writes that it was more difficult to render a decision this year than last, because of the excellency of many of the specimens submitted, and that this is an evidence that the contest is worth while. It is hoped that more schools by next year will realize the advantage to be derived from such a contest and begin work in the fall with this goal in view.

Prize-Winners

The grand prize was won by Miss Lena Goff, tenth grade, Winston-Salem high school, Miss Florine Carothers, teacher.

The other winners are:

First Grade: Jette Templeton, Statesville; Miss Ethel Spaugh, teacher.

Second Grade: Mary Worthington, Washington; Miss Annie Lamberth, teacher.

Third Grade: Helen Ross, Statesville; Miss Susie Nance, teacher.

Fourth Grade: Mildred Cowan, Statesville; Miss Myrtle Chambers, teacher.

Fifth Grade: Margaret Eaton, Winston-Salem; Miss Jessie Cox, teacher.

Sixth Grade: Janet Love, Winston-Salem; Miss Louise Futrell, teacher.

Seventh Grade: Maggie Mangum,

Weldon; Miss Josephine Tillery, teacher.

Eighth Grade: Mildred Brown, Reynolds; Miss Ethel Brock, teacher.

Ninth Grade: Pearl Longworth, Winston-Salem; Miss Florine Carothers, teacher.

Tenth Grade: Lena Goff, Winston-Salem; Miss Florine Carothers, teacher.

Eleventh Grade: Lola Hatcher, Winston-Salem; Miss Florine Carothers, teacher.



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UNIVERSITY of VIRGINIA SUMMER QUARTER

First Term, June 19-July 29

Second Term, July 31-September 2

COURSES FOR ELEMENTARY TEACHERS

COURSES FOR HIGH SCHOOL TEACHERS

COURSES FOR COLLEGE CREDIT

The Summer Quarter is an integral part of the University Year, the courses being the same in character and credit value as in the other quarters of the year.

Degrees are conferred upon men and women for summer work.

The Master's Degree may be obtained in three Summer Quarters.

It offers opportunities unexcelled in the South and makes a strong appeal to teachers seeking broader scholarship and training, and wider social contacts, and to college students desiring to complete degree requirements.

Attendance last Quarter, 2,429, from twenty-nine States and foreign countries.

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Entertainments, Music Festival, excursions.

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SUMMER SCHOOL

June 20 to August 2

For: Teachers, College Students, Law Students, High School Students desiring to make up entrance conditions:

Wake Forest College has for several years had a most successful Summer Law School, under Dean Guley. The Law School is preparing for the greatest Summer enrollment in its history. It is open to men and women. (This department of Summer School begins June 6 and runs eleven weeks).

Now for a great Summer School for teachers! Large faculty is engaged, including successful and well-known principals, supervisors, superintendents, and teachers, in addition to regular college faculty.

Courses approved by State Department of Education for Primary Grade and High School teachers, principals, supervisors and superintendents.

Demonstration School is planned.

Variety of courses for college students. Many of the professional courses for teachers carry college credit.

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New Dormitory used by women students, under the direction of Dean of Women.

Expenses lowest possible consistent with service. Teachers pay no tuition.

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H. T. HUNTER, Director,
Wake Forest, N. C.

The University of North Carolina

SUMMER SCHOOL

Thirty-Fifth Session, June 20-August 3, 1922

Standard Courses in the Regular Departments of the University.

Cultural and Professional Courses leading to the A.B. and A.M. degrees.

A Modern Department of Education, offering numerous professional courses.

Academic and Professional Courses of Elementary character for teachers who have not had previous professional training.

High-Class Recreational Features and Entertainments of an educational character. Lectures by noted Thinkers and Writers. Music Festival and Dramatic Performances.

Graduates of Accredited High Schools and Teachers Holding State Certificates admitted without examination.

Able Faculty. Moderate Expenses.

Rooms may be reserved any time after February 1st upon receipt of \$6.00 for room rent for six weeks.

Preliminary Announcement ready February 15th. Complete Announcement ready Apr. 1st.

For further information, address

N. W. WALKER, Director :: Chapel Hill, North Carolina

Asheville Normal and Associated Schools

SUMMER SCHOOL

Fifth Session, June 13-July 26, 1922

The Summer School of the Asheville Normal is one of the State Summer Schools of North Carolina.

844 teachers from 18 states and territories attended the 1921 Summer Session.

The Faculty will include regular teachers of the Asheville Normal, and 37 Heads of Departments from 19 Universities, Colleges, Teachers' Colleges, Normals, and City Schools.

One Hundred Fifty-two courses for Kindergarten, Primary, Grammar Grade and High School Teachers, Supervisors, Principals and Superintendents.

The Campus is 2,250 feet above sea, surrounded by 60 peaks 6,000 feet high. Mount Mitchell, the highest, is only 18 miles away.

The Asheville Summer School offers teachers educational and recreational opportunities that are unsurpassed.

Expenses moderate. Dormitory room and board, \$40.00 for six weeks. All beds single. Rooms may be reserved now by forwarding \$5.00 of this amount. Good board in private homes from \$8.00 to \$15.00 per week. Registration fee is \$10 for three courses; \$15.00 for four. Round-trip tickets to Asheville at reduced rates.

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JOHN E. CALFEE, LL.D., President :: ASHEVILLE, N. C.

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June 13 to July 25, 1922

Subject matter and method courses for all grades of certificates.

College credit given for courses completed.

Faculty of able teachers, trained specialists of successful experience.

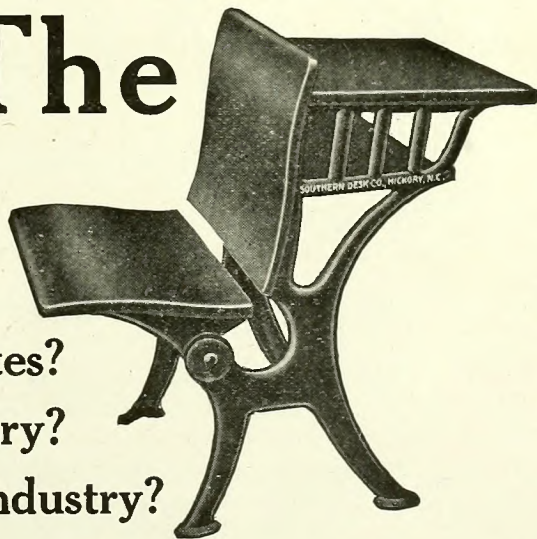
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JOHN H. COOK, Director

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Trinity College Summer School

Wednesday, June 21, to Thursday, August 3

The Summer School prompt with its records. Last summer's records from Trinity went to the State Board of Examiners within ten days after summer school closed.

The Summer School of limited enrollment. The classes are small enough to enable the instructors to meet the individual needs of the students.

The Summer School of liberal credits for those prepared to receive them. All courses offer college credit; forty-five per cent offer credit for the A.M. degree.

Courses for superintendents, principals, and supervisors; courses for high school teachers; courses for grammar grade teachers; courses for primary and elementary teachers.

No Tuition Charges for Teachers : : Registration Fee, \$8.00

For detailed announcement, address

DIRECTOR OF SUMMER SCHOOL

COLLEGE STATION DURHAM, N. C.

NORTH CAROLINA EDUCATION

A Journal of Education, Rural Progress
and Civic Betterment

Vol. XVI. No. 10

RALEIGH, N. C., JUNE, 1922

Price: \$1.50 a Year

Lowest Club Rate Now \$1.25

Owing to the greatly increased costs of printing and mailing NORTH CAROLINA EDUCATION, the publisher is impelled to advance the lowest clubbing rate from \$1.00 to \$1.25 a year. Within less than eighteen months, our printing costs have increased fifty per cent, the cost of mailing has doubled, the rate of postage has been increased by the government, and there has been a stiff advance in office rents. While these costs were mounting steadily upward, the one dollar rate was allowed to stand, but it was at an embarrassing financial sacrifice borne by the publisher himself solely and alone. Unwilling to believe that the teachers of North Carolina wish him to print their journal at such a sacrifice, he makes this moderate increase in the clubbing rate with full confidence that such necessary action will meet their approval and receive in undiminished degree their cordial support. The regular price for single subscriptions remains at \$1.50 a year. The rate for clubs of two to four is \$1.40 each; for ten or more, \$1.25 each.

September a "Spelling and Language" Number

It is planned to publish next year several special numbers of NORTH CAROLINA EDUCATION. The series will begin with the September issue, which will be a special "Spelling and Language" number. Linking up with the State-wide spelling contest mentioned by Mr. Latham in this June number, it will be replete with articles, hints, methods, and devices for producing practical results in teaching spelling and language. By all means, send your renewal or subscription in time to receive this September number. And may this be the most delightful, the most refreshing, and the most profitable vacation you have ever enjoyed.

Faithfully yours,

W. F. MARSHALL, *Publisher.*

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Head of Department of Psychology, Cleveland School of Education

PUBLISHED MAY, 1922

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North Carolina Education

Vol. XVI. No. 10

RALEIGH, N. C., JUNE, 1922

Price: \$1.50 a Year

COUNTY SUMMER SCHOOLS FOR WHITE TEACHERS FOR 1922

Sixty-four counties in North Carolina will hold fifty-three summer schools for white teachers this summer. The smaller number of schools as compared with the number of counties listed is due to the joint schools in which two or more counties participate. The sub-joined list shows in their order (1) the name of the county, (2) place where the summer school will be held, (3) name of the director, and (4) the date of opening. In a few cases the date or some other detail is omitted, for the reason that the information was not at hand when the list was given to the printers.

Alexander—Taylorsville, Horace Sisk, July 10.
Anson—Wadesboro, June 5.
Ashe—West Jefferson, J. A. Abernethy, May 24.
Beaufort—Washington, May 29.
Brunswick—Southport, Shepard Bryan, June 19.
Buncombe—Asheville, June 13.
Burke—Morganton, H. F. Srygley, June 15.
Cabarrus—Concord, July 17.
Caswell—Yanceyville, C. M. Ramsey.
Catawba—Newton, M. S. Beam.
Chatham—Bonlee, E. R. Franklin, June 19.
Cherokee—Murphy, Mrs. M. A. Witherspoon, June 5.
Clay—Hayesville, June 19.
Cleveland—Shelby, J. H. Grigg, July 17.
Columbus—Chadbourn, Hester Struthers, June 19.
Dare—Manteo, June 14.
Davidson—Lexington, A. V. Nolan, May 29.
Duplin—Kenansville, James S. Moore, June 5.
Forsyth—Winston-Salem, Cordelia Camp, May 29.
Graham—Robbinsville, June 19.
Guilford—Greensboro, J. H. Cook, June 14.
Haywood—Waynesville, Mr. Robinson, June 12.
Hertford—Murfreesboro, June 19.
Bertie.
Gates.
Northampton.

Henderson—Hendersonville, June 8.
Iredell—Statesville, Celeste Henkel, July 17.
Jackson—Cullowhee, R. F. Hough, May 30.
Jones—Trenton, June 12.
Lincoln—July 24.
Macon—Franklin, Laura M. Jones, May 22.
Madison—Marshall, Mr. Blankenship, June 19.
Mitchell—Bakersville, Jason B. Deyton, May 8.
Montgomery—Troy, C. Y. Meton, May 22.
Onslow—Jacksonville, June 26.
Pamlico—Oriental, June 27.
Pasquotank—Elizabeth City, June 12.
Camden.
Currituck.
Perquimans.
Pender—Burgaw, N. C., June 19.
Person—Roxboro, M. E. Yount, May 29.
Randolph—Ashboro, R. C. Cox, July 17.
Richmond—Rockingham, Kate Finley, June 5.
Rockingham—Wentworth, P. H. Gwynn.
Rowan—Salisbury, Katherine Albertson, June 26.
Rutherford—Union Mills, A. C. Lovelace, May 15.
McDowell.
Polk.
Sampson—Salemberg, W. C. Strowd, July 10.
Stanly—Albemarle, J. H. McIver, June 27 or 28.
Stokes—Danbury, Benj. Smith, July 17.
Surry—Dobson, J. H. Hurst, July 3.
Transylvania—Brevard, C. H. Trowbridge, June 14.
Union—Monroe, Ray Funderburk, July 18.
Wake—Raleigh, J. C. Lockhart, June 13.
Franklin.
Johnston.
Wayne.
Watauga—Boone, Florence Harpham, May 30.

Wilkes—Hays, C. C. Wright, May 29.
Yadkin—Yadkinville, H. F. Pardue, June 26.
Yancey—Burnsville, C. R. Hubbard, May 22.

APPROVED SUMMER SCHOOLS FOR WHITE TEACHERS FOR 1922

The following institutions in North Carolina are scheduled to hold summer schools for white teachers on the dates and under the directors as given:

Appalachian Training School, No. 1—May 30—July 8, B. B. Dougherty, Boone, N. C.
Appalachian Training School, No. 2—July 11—August 18, B. B. Dougherty, Boone, N. C.
Asheville Normal—June 13—July 26, John E. Calfee, Asheville, N. C.
Cul. Nor. School No. 1—May 30—July 8, W. E. Bird, Cullowhee, N. C.
Cul. Nor. School No. 2—July 11—August 18, W. E. Bird, Cullowhee, N. C.
East Carolina Training College—June 12—August 4, Robert H. Wright, Greenville, N. C.
N. C. College for Women—June 14—July 25, John H. Cook, Greensboro, N. C.
State College (A. and E.)—June 13—July 26, Dr. W. A. Withers, Raleigh, N. C.
Trinity College—June 21—August 3, Holland Holton, Durham, N. C.
University of N. C.—June 20—August 3, N. W. Walker, Chapel Hill, N. C.
Lenoir College—June 13—July 25, Q. A. Kuehner, Hickory, N. C.
Wake Forest College—June 20—August 2, H. T. Hunter, Wake Forest, N. C.

Out-of-State Institutions Offering Two Summer School Sessions

George Peabody College for Women, Nashville, Tenn.
University of Tennessee, Knoxville, Tenn.
University of Virginia, University, Va.
Chicago University, Chicago, Ill.

STATE SPELLING CONTEST

The Executive Committee of the State Teachers' Assembly has requested the undersigned to take charge of the details of the 1922 State Spelling Contest, to be held during the sessions of the Assembly next Thanksgiving. Those who expect to enter pupils should send to me any suggestions that will help to improve the rules and regulations in force last year. We want to make the contest worth while and as fair as possible.

Last year we charged \$1.50 for each pupil entered. We did not know that we would have so many children to enter. It will not be necessary to charge over 50c or 75c per pupil next year.

The receipts and expenditures of the 1921 contest follow:

Entry fees of 96 children at \$1.50 each.....	\$144.00
Interest .....	.61
	\$144.61
For 3 Medals.....	31.48
For 3 Pennants.....	45.00
For Pencils, Paper, etc.....	6.00
Totals expenditures.....	\$ 82.48
Balance on hand.....	\$ 62.13

R. H. LATHAM.

Winston-Salem, N. C., May 17, 1922.

PLAN OF TEACHER TRAINING IN HIGH SCHOOLS

By A. T. ALLEN, *State Director of Teacher Training.*

EDITORIAL NOTE.—The following plan for teacher training in high schools has been prepared by Mr. A. T. Allen, and superintendents interested in it should communicate with him.

Program of Work

One year program of work based on the subjects selected from the elementary curriculum and consisting of our four types of work, and constituting five forty-five minute recitation periods daily.

- (a) *Subject Matter Courses*—Studied for their content, not for review, but for the purpose of developing a more thorough understanding of these things.

1. History—one-half year.
2. Geography—one-half year.
3. Arithmetic—one-half year.
4. English—one-half year.

- (b) *Professional Courses.*

1. General Pedagogy, or Introduction to Teaching. Consists of defining the different types of recitation, and how they are applied to the different subjects.
2. Class Management. Elementary principles of class management applied to class-room discipline, school ground management, plays, games, reports, exercises, children's clubs, parents' clubs, etc.

- (c) *School Arts, or the Mechanical Side of Teaching.*

1. Writing—six weeks.
2. Drawing—six weeks.
3. Public School Music—twelve weeks.
4. Physical Education—six weeks.
5. Industrial Arts—six weeks.

- (d) *Observation and Practice Teaching*—One Period Every Day.

1. Observation and Conference—six weeks.
2. Group Practice—twelve weeks. Not over five children in the group.
3. Class Practice—ten weeks.
4. Rural Practice—ten weeks.
5. Primary Practice—two weeks.

In addition to the above, there should be a scientifically planned opening exercise every day, and a conference period on lesson plans and type of instruction.

Instructors

The instructors in this department should have the following qualifications:

- (a) Graduate of a normal school, to insure familiarity with the content of the elementary curriculum.
- (b) Two years of rural school teaching, to insure a knowledge of rural school conditions.
- (c) Total of five years' experience in teaching to guarantee special skill in the actual instruction of children.
- (d) Specially certified for this work by the State Department of Public Instruction, but employed by the local board of education.

Location

- (a) In connection with a standard high school of Class A, that has not fewer than six teachers above elementary grade.
- (b) Located in a place of easy access.
- (c) Fed by a large high school population, to insure continuous attendance, and to insure its being a success and not an experiment.

Segregated Room

- (a) Room especially fitted up for this work, and separated entirely from the ordinary discipline and con-

trol of the rest of the school, except in matters of misbehavior.

- (b) Room furnished for this purpose with mimeograph, typewriter, special desks, book shelves, globe, professional books (200), and materials ordinarily used in teaching the elementary school curriculum, such as paper, scissors, paste, etc.

- (c) Room to be kept heated on Saturday.

Who Should Attend

- (a) Graduates of standard high schools.
- (b) People in standard high school with 12 units of work.
- (c) Holders of elementary certificates, Class B.
- (d) Graduates of four-year non-standard high schools.

Certificates to be Awarded

- (a) Standard High School Graduation Plus 1 Year H. S. T. T. Elementary, Class A.
- (b) Standard High School with 12 Units Plus 1 Year H. S. T. T. Elementary, Class B.
- (c) Holders of Elementary Certificates, Class B, Plus 1 Year H. S. T. T. Elementary, Class A.
- (d) Graduates of Non-Standard Four-Year High Schools (list of schools to be prepared by High School Inspector), Plus One Year H. S. T. T. Elementary, Class B.

Maximum and Minimum Number of Pupils

Not less than 10 and not more than 15.

DON'T FORGET THESE FOUR THINGS

By MIRIAM MCFADYEN, *East Carolina Teachers' College, Greenville, N. C.*

1. *That testing is not teaching.* See which you are doing in your reading and spelling classes.
2. *That reading is the basis of promotion* in first, second and third grades. Therefore, come what may, have two reading lessons a day in those grades.
3. *That to teach you must have the attention of your class.* For one day, grade yourself on this. If you have the attention of every member of the class grade yourself 100. If you have the attention of three-fourths of the class, give yourself 75. So, you see, to barely pass you must have attention of three-fourths. Are you just passing or are you doing excellent work?
4. *That the school is for the pupil and not the teacher.* So let the pupil do some of the talking.
5. *That you can't teach anything you don't know yourself.* If you can't work peaceably with the other teachers, don't try to teach the children not to fight on the playground.

An early mail service has been arranged at Northwestern University, which enables the co-eds to receive letters before attending their 8 o'clock classes. This step was introduced to relieve the students of the tension of waiting through the first hour for news from home.

THE JOHNSON BOY AND THE FARM SCHOOL

By ROY H. THOMAS, *Supervisor of Agricultural Education for North Carolina*

Comfortably seated before a log fire, Mr. Johnson was reading a copy of *Dairy Farming*, by Eckles and Warren.

"Come in," he greeted. "'Mighty glad you came; I want to talk with you about something that has been worrying me for several days."

"Farm products not bringing enough to pay the cost of production?" I asked.

"No, not exactly. Last fall a course in vocational agriculture was introduced in our school. My boy Sam, fifteen years of age, enrolled in the course. The boys are making a special study of animal husbandry this year, and in order to put into practice the principles he learns in the classroom, I agreed to let him have entire responsibility of the care and management of my herd of fifteen dairy cows. I believe he calls it his home project.

"One of the first things he did was to place scales and a sheet, on which he recorded the amount of milk given by each cow, in the barn. Then he took a sample of milk from each cow and carried it to the school, where he found out the butter fat content. Well, I didn't object to this, but I thought he was doing a lot of useless work.

"A few weeks later he came home from school and said, 'Dad, I am going to change the feed of the cows.' He said that I had not been feeding the proper proportion of each feed and as a result the cows were not getting a balanced ration. Also, he said that some cows were not getting enough feed and others were getting too much. I have been feeding cows for fifteen years and I thought I ought to know what to feed them. But he went ahead and in about six weeks our milk supply had been increased by one-third."

"Well, that isn't all. Last night he came and said that he wanted to sell four of the cows. He said they were 'boarders' and that they didn't produce enough to pay to keep them. I came pretty near telling him that I would take charge of the herd again. However, I decided to study over the matter a little. This morning he left his record book, which contained a complete record of what each cow had done. Right there in black and white were the accounts to show that within the past six months it cost eight dollars more a month to feed and care for the four cows than the amount received for their milk. I certainly was surprised for two of the four cows were the best looking ones in the herd."

Pointing to a copy of *Dairy Farming* lying on a table, where he had placed it when I walked in, he said, "Today, I have read this book from cover to cover and several bulletins on dairying which the boy left. All the information seems to indicate that the boy is right."

Looking at his watch, Mr. Johnson said, "A short course is being given on hogs and dairying at the school for adult farmers. It is about time for the afternoon meeting. Wouldn't you like to go?"

He continued, "I understand that an expert of the State Extension Service will give the lecture today. When he finishes I am going to ask him to come home with me and look over the situation to see if the boy is right. But I certainly don't want to sell those cows; they are the prettiest in the herd."

We started to the school. When passing the barn lot he pointed to a purebred Jersey bull, "Our teacher of agriculture got us interested in improving our herds.

We formed a breeders' association and bought this bull, which is owned by the farmers of the community. Next year the forty or fifty calves produced in the neighborhood will all be either purebred or at least half Jersey."

This conversation took place two years ago. Last week I visited the school again. A short course was in session, and Mr. Johnson was there.

Mr. Johnson greeted me saying, "The boy was right. We sold not only the four cows but two more, and replaced them with better producers. We have the community bull to improve the herd. Sam had charge of the herd two years. The first year he made \$420 more from the same number of cows than I had made the previous year, and the next year the amount was raised to \$610."

I inquired about Sam. "He entered the State Agricultural College last fall. He is planning to come back when he graduates and take charge of the farm, and I am attending the short course to learn how to keep the herd up to standard until he returns," Mr. Johnson answered.

Pointing to the agricultural building—I thought there was a slight tremor in his voice—he continued, "My prayer for years has been that one of my boys would take charge of the farm. The agricultural work was the means of getting him interested in farming and bringing him back to me."

On this visit I learned something of what the vocational agricultural work of this high school is doing to train boys and girls for life on the farm, improving farming conditions and making the community a better place in which to live.

This school is located in the open country, five miles from the nearest railroad or village. It is one of the oldest schools in the county. The enrollment for years had been about one hundred pupils with twenty in the high school, and five teachers to do the work. The buildings were poorly lighted, heated and ventilated, and not sufficient room. The instruction was confined within the four walls of the schoolroom, unrelated to real life. New teachers came on the job, remained a few months, closed the school and left. Each year there was a change of teachers; each year there was the exodus of boys and girls to the cities. In fact, the school and community was in a rut, and the old status of affairs seemed destined, like Tennyson's brook, to "go on and on forever."

Not so. Three years ago a meeting was held at the school to consider the introduction of a department of vocational agriculture, conducted according to the provisions of the Smith-Hughes Act, and supervised by the State Board for Vocational Education. The consensus of the meeting was that the school was not meeting the needs of the community. The boys and girls were not interested in farm life and they left home as soon as they could. Something was wrong. If the agricultural work could do anything toward preparing the children for life on the farm and making them more contented with this life, they wanted it.

The work was started. A young graduate of the State Agricultural College, who lived in the community, was asked to leave his farm and take charge of the work. One of the first tasks of the teacher was to make a farm management survey of each farm in the community. His idea of the course in agriculture was that the pupils should be taught the things that would

enable them to farm successfully in that community. The farm survey gave detailed information concerning the status of farming; it gave the strong points and the weak ones of the local system, a reliable diagnosis which enabled him to know where to strike first. Then the course of study was based on local needs, guided and directed by the best methods of procedure as determined by the State Experiment Station and the U. S. Department of Agriculture, and reinforced by the assistance of certain phases of farming. The farms of the community became the pupils' laboratory and the instruction was composed of the problems of the farm from the time the pupil entered school until it closed.

The agricultural department offered something for every person in the community. Twenty-two high school pupils were enrolled in the all-day courses. Twenty girls had been placed in a special class to receive instruction on poultry and the care of milk. A three months short course was in session for adult farmers. The farmers met twice a week and the information was confined to three of the farm problems that needed attention in the community. The teaching was done by experts from the State Agricultural Extension Service. These experts remained in the community several days after the lecture to visit the homes of the farmers, and to assist with individual problems.

It is interesting to note how the demand for the short course arose. The previous fall three of the members of the agricultural class exhibited their hogs at the district fair, competing with the leading swine breeders from three counties. The boys won all the premiums. Some time after the fair closed a group of farmers were discussing the achievement of these boys. One farmer said: "How did they do it?" "I'll tell you," responded another farmer, whose son was a member of the class, "they fed and managed those hogs according to instructions received in the classroom." A third farmer spoke, "If the agricultural work can help the boys that much we ought to get some benefit from the same instruction." They all agreed. The next month the class started.

The women were not neglected. Twenty-five farm women were meeting once a week to learn the best methods of raising poultry and growing a home garden.

The agricultural teacher is on the job twelve months in the year. His efforts in the summer are devoted mostly to supervision of the boys' projects and giving advice and assistance to farmers. Records show that during the past two years the teacher has served 512 farmers who asked for advice. The following, taken from a page of the teacher's diary for January, indicates the many and varied community activities:

Advised the testing of seed; advised the variety of corn to plant; showed two farmers how to prune and spray orchard; advised farmers to do early spring plowing; showed farmer how to vaccinate his hogs; advised treatment of chickens for the vertigo; advised how to prevent gapes in chickens; advised how to prepare soil for planting white potatoes; advised farmer to sow spring oats and vetch; advised farmer how to balance rations for hogs; tested soil for acidity; advised the sowing of spring oats and vetch; helped draw plan for dairy barn; ordered hog cholera serum; advised variety of white potatoes to plant.

Through the teacher, purebred animals, seeds and improved machinery have been introduced into the community, and livestock associations have been formed. Some of the things introduced in the community as a result of the work of the teacher are:

purebred livestock, consisting of 60 cows, 78 hogs, 250 chickens, 40 beef cattle, five bulls; new strains of seed corn, wheat, cotton and rye; two tractors; motor cultivator; and five home electric lighting plants.

On the school grounds there stood two school auto trucks, the foe that had sounded the death-knell for five inefficient one-teacher schools. Consolidation and transportation had been the means of increasing the high school enrollment from fifteen to sixty pupils.

When the lecture for adults had ended and the farmers were starting home, the teacher said, "Mr. Turner, we shall expect you to show the boys how to cull poultry tomorrow." Mr. Turner had been a breeder of purebred chickens for ten years, and he was going to give the boys the benefit of his experience by showing them what kind of chickens to cull out of the flock.

When asked about the agricultural work, Mr. Turner said, "We have a good school. A good school for country people is one that teaches the things that boys and girls need to know, and one that helps the older people. If this agricultural work does nothing more than to cause the boys to have purebred livestock on their farms when they engage in farming, it will have served its purpose. After receiving this instruction on the value of purebred animals and observing the difference between the purebred and the "scrub," I don't believe they are going to be content with anything but the best animals on their home farms. We hear so much talk about how to get purebred animals on the farm. Well, if an agricultural department would be placed within the reach of every farm boy, I don't think we would need to bother about that problem any longer, for it would solve itself."

Here is what one of the pupils has to say, "I am a boy who could never get interested in the academic courses of study and I think I am in a class with the majority of country boys, so far as that is concerned. I went to school and did just enough work, which was not much, to get from one grade to another. I realized that I didn't like the studies we had and I was always willing to risk any kind of change. When the school put in vocational agriculture I was one of the first to take up the work. I did not know what I was getting into, but I do know what I had been into. It was only a short time until I found myself in the midst of a subject that really had life to it. I am now a happy school boy in the truest sense of the word. Life is broader, fuller and more interesting because I have found something that I love."

What vocational agriculture has done for this community is typical of what the work is helping other communities in North Carolina do.

During the year 1919-20, 514 boys and girls in these schools studied the fundamental principles of farming in the classroom and then put into practice the information they gained by growing crops, raising livestock, caring for the orchards, etc., on their home farms. The 514 pupils made from their home projects or practical work a total income of \$77,321.02. The average income of each pupil was \$150.43.

The practical work for this year consisted of the growing of 665 acres of crops and caring for 3,965 animals. Did the instruction which these pupils received enable them to secure larger yields per acre at less cost than the farmers in their respective communities? Take corn for example. A careful survey of nine hundred farms, in the communities in which the schools are located, showed that the average yield of corn was twenty-six bushels per acre. The agricultural pupils in these communities made an average

of sixty-five bushels per acre. As the pupils were farming under the same natural conditions as their fathers, this increase is attributed to the use of better methods.

What are some of the things the schools are doing for the people in these communities? This past winter short or winter courses were held for adult farmers. These schools were in session from two to three months, meeting from two to five times a week. Four hundred and twenty farmers took the work. The instruction in each community was centered on one or two problems which needed attention. Each farmer attending the course is putting into practice on his home farm, under the supervision of the teacher of agriculture, some of the principles taught in the classroom.

A tabulation of the community service activities of the agricultural teachers for last year shows that they gave advice and assistance to 1,625 individual farmers. A total of 321 farmers' meetings were held with a

total attendance of 3,200 people for the purpose of discussing agricultural problems. Last fall community fairs were held in twenty-seven of these schools with an attendance of 49,710 people.

Vocational agriculture is beginning to make the rural high school what it should be—a school for country people. It is taking the "shun" out of education for hundreds of boys. It is salvaging hundreds of country boys, who have been wrecked upon the shoals of our inadequate, unrelated-to-life rural schools, and it is preparing them for happy and efficient citizenship in the country.

Vocational agriculture shows country people the inadequacy of the old systems. It is the antidote for the inefficient rural school whose curriculum is based upon "the shadows of the shades of learning," and whose instruction is confined within the four walls of the schoolroom. The echoes of "How to keep the boys on the farm" being drowned by the shouts of "I want to stay" from the boys who are learning that the farm is a good place on which to live.

TO COUNTY AND CITY SUPERINTENDENTS

By E. C. Brooks, State Superintendent Public Instruction.

1. It was foreseen by the Special Session of the General Assembly that the State fund will not be sufficient to pay any part of the salaries of County Superintendents, Assistant Superintendents, "Supervisors not otherwise provided for," and principals of elementary and high schools, for the year 1922-23. Therefore, all counties not drawing from the Equalizing Fund for 1922-23 must provide in their budgets for this expense, and superintendents should be guided accordingly in preparing their budgets.

2. The State Equalizing Fund for 1922-23 is the same as for the year 1921-22, that is, approximately \$850,000. A county that could not qualify to draw from the Equalizing Fund in 1921-22 will not be entitled to draw from this fund in 1922-23.

3. The same tax rates legalized or authorized by the Special Session of the General Assembly of 1921 are the tax rates required to be levied in 1922-23 before counties may draw from the Equalizing Fund. (See Section 1 of An Act to Validate Tax Rates, Chapter 5, Special Session, 1921). Counties should not be misled to believe that 39 cents is the maximum rate, except for those counties designated by law.

4. Since the tax rates will be approximately the same and since the Equalizing Fund will be the same, it is necessary for counties entitled to draw from the Equalizing Fund to prepare their budgets so as to run the schools next year on approximately the same amount of money required for the past year. Many counties will receive less from the Equalizing Fund next year when they comply with the provision of this section. The State salary schedule will be the same, but in order to pay according to this schedule the State Board of Education has passed a regulation that the Equalizing Fund for 1922-23 will be distributed on the following basis:

Two teachers will be allowed for not less than thirty-eight pupils in average daily attendance, three teachers for sixty-five pupils, four teachers for one hundred pupils, and one additional teacher for every thirty additional pupils. But if the average attendance in counties not drawing from the Equalizing Fund shows a higher attendance than thirty-eight for two teachers, the high average will be taken as a basis. Therefore, counties should, so far as possible, adopt

an average of forty pupils as a basis for the first two teachers. This will be safe.

5. By adopting forty pupils as a basis for the first two teachers a great saving will be effected and we shall have surplus enough, perhaps, to pay that part of the salaries of superintendents, principals, and supervisors, for 1921-22, as authorized by law, and I am authorized by the State Board of Education to say to the counties that the surplus will be applied to these purposes.

6. In providing for high school instruction in the future it will not be wise for superintendents to plan for two high schools in the same townships or two high schools within about five miles of each other, unless the number of pupils in each is great enough to justify a standard high school of the highest class in each. The cost of multiplying small high schools located close together is too great. Superintendents can transfer high school pupils from schools within a radius of five miles and more, reduce the cost of running the school, and provide better high school instruction. While this does not apply to counties not drawing from the Equalizing Fund but only to those expecting aid from the State, it would be wise for all counties to follow this rule at this time when we are at the beginning of building rural high schools. If the counties persist in locating small high schools close together with high-salaried principals, it may be necessary for the State to estimate the number of teachers required to give proper high school instruction to all high school pupils of a township or of a given area and allow salaries from the Equalizing Fund for only one principal, and a sufficient number of teachers based on the number of high school pupils enrolled. This will not affect many counties at present but it will be a guide to county superintendents in building high schools for the future.

Life, as I see it, is not a location, but a journey. Even the man who most feels himself "settled" is not settled—he is probably sagging back. Everything is in flux, and was intended to be. Life flows. We may live at the same number of the street, but it is never the same man who lives there.—*Henry Ford, in McClure's Magazine for May.*

THE DURHAM COUNTY PROGRAM OF ADMINISTRATION AND SUPERVISION

By MISS MATILDA O. MICHAELS, *Elementary Supervisor*
and

JOHN W. CARR, JR., *County Superintendent of Schools.*

There are in the county system of schools twenty-nine white schools. In working for more effective supervision of the Durham County schools twenty-six of the typically rural schools have been arranged into eight group centers. The wisdom of this plan is evident when you consider that if one day is spent at each school, it takes more than five school weeks to visit these schools.

A group center school has been chosen usually because it is the largest school in a given vicinity, it has desirable location, and is imbued with a progressive spirit. These schools are the models for the surrounding smaller schools, and concentrated effort is put forth to make them shining examples both in equipment and methods of instruction. During the fall term a day was set aside for demonstration teaching in these schools. The smaller schools were closed, and the teachers came into these larger schools to observe the teaching of recitations prepared according to the best pedagogical methods. While the teachers of the group center schools have been studying and planning their work for demonstration lessons, the visiting teachers have not been idle. They have been assigned definite work in various reference books found in the supervisory library of Durham County in order to be able to discuss intelligently the work observed. In the morning hours the responsibility for the success of the meeting was in the hands of the home teachers; in the afternoon conference which followed the demonstration teaching, the tables were turned and the visiting teachers played their part in leading the discussions. As a result of these conferences teachers have been strengthened, and a livelier interest aroused in methods of teaching.

The goal of supervision has been to develop a higher degree of skill in teaching, but special emphasis has been placed upon the teaching of arithmetic and reading since these are the tool subjects. Then, too, the results of the educational tests and measurements given in 1920-1921 showed that better methods of teaching both reading and arithmetic were imperative if the county standard was to be raised.

The first step taken for the improvement of teaching reading beyond the improvement of the mechanics of reading has been to get more joy out of a lesson, to give a better social setting by forming voluntary reading groups in which the pupils enjoy hearing one another read and tell stories.

To encourage appreciation of the beautiful in literature and to inspire a greater need and desire to read, "Children's Literature" was selected for use and professional study among the teachers.

In the teachers' meetings the teachers have taught poems, told and dramatized stories as they would to their classes. They have been encouraged to use this book daily in their classes.

To encourage more independent and silent reading among the pupils credit has been given for outside reading, provided that the pupils have satisfied the teachers that they have read and enjoyed these books. In the primary grades the required number of books for credit is five; in the grammar grades, eight; and the high school, ten. As a reward for having read these

books Reading Certificates have been given at the group center commencements to those who have met the requirements.

This reading campaign in the schools has been a decided success. Each white school in the county has at some time had State and county aid in securing a library, but the present supply of books was found to be inadequate. Fifteen schools have raised funds enough to supplement their original libraries. The other schools have obtained books from the Durham Public Library. Reading of these books has not been confined to the pupils, but when carried into the homes, the parents of the children have read them also. A partial report on the number of books read by pupils alone show that 9,337 books have been read. To date 665 reading certificates have been given at the group center commencements. This does not include certificates to be given in May at the closing of the suburban schools.

As a part of this campaign a wider range of reading and a greater desire to read has been created by having in the schools more than one set of readers. In this way, too, supplementary reading relating to school work is being introduced, and the isolation and lack of books so often found in rural homes are being overcome. The noticeable result of this campaign has been shown by the scores made in the reading tests which were given recently. Those schools which have emphasized this outside reading have more than doubled their scores in rate and comprehension.

In the group center schools Studebaker Practice Sets have been placed for more effective drill work in arithmetic. In teaching arithmetic the object has been to see that the pupils gain a correct number concept, to establish right habits of work, speed, and accuracy with the four fundamentals; then to apply this knowledge in useful, practical and vital problems. The results of the spring tests in arithmetic show that this emphasis has been decidedly worth while.

The significant features of the supervisory program may be summarized in the words "a campaign for the improvement of reading and arithmetic teaching in the schools." Practically all supervisory work has been concentrated on this aim. At the group center meetings demonstrations in teaching reading and arithmetic were given; in the assignments for the conferences following each demonstration the same thing was emphasized; the professional study was made to fit in with the main aim; educational tests and measurements were used in the fall to show the necessity for improvements in arithmetic and reading; the tests in the spring have been used to measure the progress which has been made; very extensive reading on the part of the children has been encouraged by giving certificates of distinction; drill work on the fundamental processes in arithmetic has been emphasized through the use of the Studebaker Practice Sets; and the desirability of using practical arithmetic problems to supplement and supplant those given in the book has been emphasized in circular letters; good problems that can be used as supplementary material have been mimeographed and sent to the teachers. By attempting improvement in teaching or reading and arithmetic more has been

accomplished than if the reform of the whole curriculum had been attempted.

The purpose of the group center meetings held in the fall was to raise the standard in teaching and to show the teachers of the smaller schools the advantages of school consolidation. The program of the spring has been a continuation of these ideas with the broader aim of increasing community interest in the schools through the group center commencements.

For conducting these rallies the eight group center schools have been hosts to the children, teachers, and patrons of their own immediate vicinity and the neighboring community. The first part of the school day has been set aside for the observation of the regular school work by the patrons. A speaker has been secured to bring to the people a message which would further the cause of education. A picnic dinner has been served on the grounds, and the people of nearby communities have renewed and made ties of friendship.

In the afternoon the contests, the preliminaries for the county commencement, have been held. These contests have all been an outgrowth of the regular school work and have consisted of an arithmetic contest, a spelling match, a reading contest, a story-telling contest, and a singing contest.

In the arithmetic contest the most accurate and rapid workers in the four fundamentals have been chosen to represent their schools. These selected pupils then competed with one another to determine who could make the highest score in accuracy and rate of work. The denomination of these scores depend upon the number working. If there are six workers, the accuracy score for each example will always be six and the rate score will range from six to one, the highest score of six being given to the first to finish, the next score of five to the second one finishing, and so on to the last one who gets a score of one. The scores in both rate and accuracy are then added and the contestant making the highest total score is the winner of the contest.

In the spelling match each school is entitled to two spellers for each teacher it has. This match continues for fifteen minutes, and all children who are standing at the close of the match are entitled to take part in a match at county commencement.

Throughout the year silent reading has been emphasized; but in order that it may not be overemphasized, an oral reading contest is given a place on the group center commencement program. Each school is allowed one contestant who may read any selection from the reading material of his grade not to exceed three minutes in length. The contestant who most naturally brings out the thought and feeling of the selection he attempts has been chosen to represent his group center in the county commencement.

The stories in the primary story-telling contest have been selected from the reading books or stories used during the year.

The singing contest consists of selections taken from the song books adopted in the county. Each school may have from twelve to twenty-four representatives. Instrumental accompaniment is permitted, but as some of the schools are without musical instruments, only the singing has been considered in choosing the winner.

Athletic contests such as pole vaulting, jumping and racing have been held. A play period for both the boys and girls has been arranged. Such games as "Fox and Geese," "Dodge Ball," and "Potato Race," have been used.

The group center commencements have not only served as preliminaries for the county commencement

but have served to develop a deeper interest in education and a wider community spirit. Thus the contests of the county commencement were an outgrowth of the group center commencements. The larger schools as East Durham, West Durham, Lakewood, and Lowe's Grive, did not compete in the reading and story-telling contests, but contested among themselves in a recitation and dramatization contest. Athletic contestants chosen at the group center rallies competed as groups against these larger schools. This gave the smaller schools a fair chance with the larger ones. Suitable prizes provided by the Durham County Teachers' Association were given for each contest. The athletic pennant was won last year by West Durham. This same pennant was awarded to the school winning at the county commencement and shall finally belong to the school winning three consecutive times. The county commencement stands out as a red letter day in the year's work. It means that the schools of the county are brought together as a unit. It means also that they are swinging into a greater day educationally.

The significant features of the Durham County program of supervision and administration are: (1) the campaign plan for improving teaching through the focusing of all supervisory agencies on the better teaching of arithmetic and reading. The group center teachers' meetings, the reading circle work, the use of tests and measurements, and the group center commencements all contributed a part to the main aim of our supervisory program; (2) the use of the group center commencements as preliminaries for a county commencement with the purpose of unifying the county for educational progress; (3) the use in the commencements of contests which are closely connected with the actual work of the schoolroom.

For the final commencement the buildings and grounds of Trinity College were placed at the disposal of the county authorities. The enthusiastic rally which was held there made the people of the county realize that their school system is a large and important institution; it increased the interest of the people in their schools.

No one person can claim the credit for the execution of the Durham County plan. It originated in the mind of the former county superintendent, it was expanded and carried out through the coöperative efforts of the entire teaching force. Without the loyalty and enthusiasm of the principals and teachers of the schools, the whole plan would have been a dismal failure.

ELIOT AND EDISON

Dr. Charles W. Eliot, president emeritus of Harvard University, celebrated his eighty-eighth birthday by doing his regular day's work. Edison, seventy-five, confessed somewhat shyly to being a few minutes late for office because his family was "celebrating."

Two men, both long past the age when most men are useful, continue to live and work and make the world better. How do they do it? A stagnant pool is one into which no water flows, from which no water runs. A fresh, clear pool is one into which water runs and from which water constantly flows. Edison and Eliot have minds through which thought, ideas, pictures, conceptions constantly flow. To stay young, read, think, educate your brain. You will never be an Edison or an Eliot, probably, but you will be of use, and live long enough to make that use count in proportion to what you know, what you learn, to what purpose you use your brain.—*Capital News Service.*

TEACHING HISTORY AND CIVICS: IN CONCLUSION

By WM. T. LAPRADE, *Department of History, Trinity College, Durham, N. C.*

We have attempted to cover in the monthly articles this year the problems of planning the work for a course in history or civics for the high school. Perhaps it will be helpful to summarize in conclusion the points that have been made in the course of the year.

In the outset we considered the necessity of viewing the subject to be taught as a whole before undertaking to plan the work in detail. The average course in history or civics is purposeless and ineffective enough at best, and it is all too improbable that it will take any definite shape at all without some premeditation and forethought by the teacher. So we concluded that the first task of the teacher is to adopt a definite aim and purpose and to formulate a plan for the year designed to effect that purpose.

Each several lessons would then naturally be planned with a view of making it contributory to the accomplishment of the purpose adopted. The lessons would be assigned not necessarily as the author of the text-book might have organized the subject but rather as the teacher might determine, having regard to the aim adopted and the purpose to be served. It is difficult to place too much emphasis on the importance of this preliminary forethought if a teacher of history or civics is to do effective work for the time being and is to receive a maximum of benefit from experience. In the absence of a definite plan and purpose formulated in advance there is no very clear criterion by which to test the success of the course, and it is accordingly difficult for the teacher to see wherein has lain the weakness or strength of the work.

Granting the necessity of a general plan of the work of a course for a year or term, it is obviously quite as essential that each lesson be planned in advance and that work assigned to the pupils be correlated with that plan. No teacher can do the best type of work without spending as much or perhaps more time in this preliminary planning for the class exercises than is spent in checking up the results in the way of recitations, papers, and the like. In the midst of the necessary routine of these latter tasks, we are sometimes tempted to lose sight of the fact that the primary function of a teacher is to teach, that is to stimulate thought and reading on definite questions, to induce, in other words, the pupils to engage in study and in other helpful educational exercises and not merely to keep a check-list of work done and results accrued.

Because the central problem in teaching history and civics is the process of planning lessons in a practical and helpful way, we have devoted a large portion of the space used this year to this subject. We considered the general problem of the lesson plan and then in turn the specific problems involved in planning lessons on two general topics in American history. An effort was made to keep these considerations of special topics general in character lest the purpose of the discussion be defeated. We made no attempt therefore to frame a plan of the sort that a teacher might actually take into a class room and use.

It would have been comparatively easy to construct plausible lesson-plans of the type suggested in these articles. Indeed the author of the articles requires that each member of his classes in the teaching of history and civics construct at least ten such plans in the course of their work in the course. He did not history and civics construct at least ten such plans in these articles because a lesson-plan ought not to be-

come stereotyped or standardized. The same plan could scarcely be used with profit by two different teachers, and the same teacher probably ought seldom to use the same plan with different classes. The plan ought usually to be made to order by the teacher who is to use it specifically for the class with which it is to be used.

If no other point has been made clear in the course of these articles, the author hopes that every thoughtful teacher who has read them has appreciated this last one. Since too much emphasis cannot be placed on it, let us try to restate it briefly in conclusion. The task of a teacher of history or civics is not so much to cover a given allotment of subject-matter as it is to induce in the pupils taught ability to understand the subject-matter and sane and honest habits of thought on social questions in the past and in the present. The pupils are always the objects of first consideration. The text-book is but an aid in the education of the pupil; the primary task of the teacher is to serve the pupil. Therefore, the course should be organized and presented in a way to meet as far as possible the peculiar needs of the pupils to be taught, the lessons planned with a view of interesting and instructing them. The test of the success of the course and of each of the several lessons is measured by the effectiveness with which it interests and instructs the pupils. No plan, therefore, is useful to any teacher which that particular teacher is unable to use effectively with the pupils for whose instruction he is immediately responsible.

These facts explain why these articles have at times seemed less specific than some teachers who have read them may have liked. The author desired to be helpful to a maximum degree in the long run, and he was fearful of leading some astray fundamentally if he had attempted to be immediately helpful to others in too many concrete details. If he has been at all suggestive in a way that has been practical to teachers actually at work, the trouble these articles have cost has been amply remunerated.

WORK

The natural thing to do is to work—to recognize that prosperity and happiness can be obtained only through honest effort. Human ills flow largely from attempting to escape from this natural course. I have no suggestion which goes beyond accepting in its fullest this principle of nature. I take it for granted that we must work. All that I have done comes as the result of a certain insistence that since we must work, it is better to work intelligently and forehandedly; that the better we do our work the better off we shall be. All of which I conceive to be merely elemental common sense.—*Henry Ford, in McClure's Magazine for May.*

IMMATERIAL

The office stenographer was mentally upset over her inability to spell "graphic." "How do you spell graphic, with one 'f' or two?" she asked. "If you are going to use any," the genial boss replied, "you might as well use two."—*American Boy.*

There can be no such thing as an equal educational opportunity for the youth of a State of Nation until every child has a thoroughly prepared and efficient teacher.—Resolution No. 9 by the Department of Superintendence, N. E. A.

IMPORTANT ARTICLES IN RECENT NUMBERS

In recent numbers of NORTH CAROLINA EDUCATION there have appeared several important articles, the timeliness of which endures beyond the mere month of their publication. Some of these articles, which few, if any, readers of NORTH CAROLINA EDUCATION will wish to miss altogether, are, for convenience in locating and procuring them, listed below by months.

So long as there is a supply of these numbers available, they will be mailed postpaid for fifteen cents each. Send remittances to NORTH CAROLINA EDUCATION, Raleigh, N. C.

SEPTEMBER, 1921

Duty of School Officials to See That School Funds Are Kept Separate. By E. C. Brooks.
Knell of the Old Toll Gate—Suggestion for a School Project. By W. F. MarsBhall.

Use of Text-books in Teaching History. By W. T. Laprade.

OCTOBER, 1921

County Government and Public Education. By E. C. Brooks.
Outline for Study of Bonser's "Elementary School Curriculum." Chapters I to V. My Mrs. T. E. Johnston.

Planning the Work of a Course in History. By Wm. T. Laprade.
The Second in a Series of Articles on Planning Work in History and Civics.

School Management Course in Union County Summer School. (A Committee Report by Ben M. Williams.)

Teaching Poetry in the Grades (With a number of poems to be taught.) By Susan Fulghum. This is the first in a series of articles, the second and following articles consisting of poems for study by the grades.

NOVEMBER, 1921

Distinctive Work and Plans of the Hendersonville Teachers. By A. W. Honeycutt.

How to Issue and Market School Bonds to the Best Advantage. By S. Wade Marr.

Outline for Study of "Public School Education in North Carolina." By E. W. Knight.

Plan for Study of Clark's "Physical Training in the Elementary Schools." By Susan Fulghum.

The Lesson Plan in History and Civics. By W. T. Laprade. Third article in the series.

Teaching Poetry in the Grades—II. By Susan Fulghum. Poems for Study and Memorizing by the Second Grade. Miss Fulghum's introduction to the series will be found in the October number and should be missed by no teacher who uses this series of happily chosen poems. The series is concluded with the fifth article in the February issue.

DECEMBER, 1921

A Unique Consolidation, James E. Holmes.

Assigning a Lesson in History or Civics. Wm. T. Laprade.

Community Service as an Aid to Language, Nannie E. Pigg.

Our Army of Illiterates, Elizabeth Kelly.

"Psychology of Subnormal Children" Outlined, Hattie S. Parrott.

Outline of "Bonser's Elementary School Curriculum," Mrs. T. E. Johnston.

See Europe If You Must, But See Western North Carolina First. John J. Blair.

Studying Trees and Shrubs at the County Fair, Cordelia Camp.

Teaching Poetry in the Grades—III, Susan Fulghum.

The Wilson County Idea, E. C. Brooks.

The Great Work of the Double-Barred Red Cross, Florence Chapman Williams.

Thirty-eighth Annual Session of the North Carolina Teachers' Assembly, E. C. Brooks.

JANUARY, 1922

New School Legislation Enacted by the Special Session of the General Assembly, E. C. Brooks.

Planning a Lesson in History, Wm. T. Laprade.

Program for Temperance and Law-or-Order Day, Mrs. T. E. Johnston.

Shall the Bible Be Taught in the Public Schools? W. A. Harper.

Teaching Poetry in the Grades—IV, Susan Fulghum.

The Rural Schools of Macon County, Nannie E. Pigg.

FEBRUARY, 1922

Buncombe Principals in a Project, F. L. Wells.

Outline for Study of Bonser's "Elementary School Curriculum," Mrs. T. E. Johnston.

Projects in First and Seventh Grades at Weldon, W. B. Edwards.

Report of the North Carolina Text-book Commission.

Teaching Poetry in the Grades—V, Susan Fulghum, concluding the series.

The American Revolution: A Lesson Plan, Wm. T. Laprade.

Using the School Paper for a Project, Nannie E. Pigg.

MARCH, 1922

Books Adopted for the Public Schools, E. C. Brooks.

How the School and the Local Paper May Help Each Other, Winnie Davis Leach.

How to Raise the Grade of Your Certificate by Summer School Work, A. T. Allen.

Making a Moving-picture Show in the First Grade at Roanoke Rapids, Miss Ross.

Regulations Governing Tuition Charges in the City Schools.

Relationship of School Organization to School Costs, E. C. Brooks.

Ruling of Attorney-General on the Bond Issue.

Material for School Commencements, Mrs. T. E. Johnston and Susan Fulghum.

The American Revolution: Lesson-plan Concluded, Wm. T. Laprade.

APRIL, 1922

Assigning a Lesson on the Civil War and Reconstruction, Wm. T. Laprade.

Four Forward-Looking Resolutions.

Health Work Among the Negroes of North Carolina, Florence Chapman Williams.

Opportunity and Obligation—A Message to the Teachers' Assembly, E. J. Coltrane.

Principles for Accrediting Colleges.

Score Card for Elementary Schools, Susan Fulghum.

Trying Out a Project in Geography, Mrs. Gertrude Ward.

MAY, 1922

Classification of the Public Schools, E. C. Brooks.

Is there a Need for Science in the High School? Bert Cunningham.

Language Work in the Second Grade, Elise Fulghum.

One Standard High School for Every County, E. C. Brooks.

Planning a Lesson on the Civil War and Reconstruction, Wm. T. Laprade.

The Five-Million Dollar Bond Issue Validated, E. C. Brooks.

THE THING THAT COUNTS

I have no quarrel with the general attitude of scoffing at new ideas. It is better to be sceptical of all new ideas and to insist upon being shown rather than to rush around in a continuous brainstorm after every new idea. Scepticism, if by that we mean cautiousness, is the balance wheel of civilization. Most of the present acute troubles of the world arise out of taking on new ideas without first carefully investigating to discover if they are good ideas. An idea is not necessarily good because it is old, or necessarily bad because it is new, but if an old idea works, then the weight of the evidence is all in its favor. Ideas are of themselves extraordinarily valuable but an idea is just an idea. Almost anyone can think up an idea. The thing that counts is developing it into a practical product.—*Henry Ford, in McClure's Magazine for May.*

GET THESE TWO BOOKS

An acquaintance with the State's Educational history should form a part of the informational equipment of every teacher and school officer. If you have not read it yet, send today for a copy of Dr. Knight's *Public School Education in North Carolina*. The regular price is \$2.00. We have arranged with the publishers to make the price of \$1.70, postpaid, to our subscribers. The book will be mailed and your subscription extended one year for only \$3.00.

Have you read *Education for Democracy* yet? It is a book of 263 pages, written by Dr. E. C. Brooks. Its theme and teachings should be deeply impressed upon the understanding and spirit of every teacher in the State. The regular price is \$1.50, postpaid. This book will be sent and your subscription extended one year for only \$2.80.

Both books will be sent postpaid and your subscription renewed one year for only \$4.25. Send your order for one or both to NORTH CAROLINA EDUCATION, Raleigh, N. C., adding ten cents exchange to your check, if it is not drawn on a national bank.

Provide yourself with these two books and then by intelligent reading apply their contents to the broadening of your professional knowledge and the enrichment of the professional quality of your mind.

If to petrify is success, all one has to do is to humor the lazy side of the mind; but if to grow is success, then one must wake up anew every morning and keep awake all day.—*Henry Ford, in McClure's Magazine for May.*

Business men go down with their businesses because they like the old way so well they cannot bring themselves to change. One sees them all about—men who do not know that yesterday is past, and who woke up this morning with their last year's ideas.—*Henry Ford, in McClure's Magazine for May.*

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PITH AND PARAGRAPH

The State salary schedule will be maintained. Your professional progress, therefore, should keep up its steady pace.

The summer school attendance in North Carolina this year is expected to reach a new record in numbers not only, but in accomplishment as well.

Mr. High School Principal, have you made a complete record of your year's work and filed it so the school will have a permanent record of it?

Renew your subscription this summer so as to be sure to receive the September number. The price is \$1.50 a year of ten months from September to June.

Remember that no issues of NORTH CAROLINA EDUCATION are published for the vacation months of July and August. This June number is the last until September.

What Summer School Director will give us the best example of the use of the library in the summer school? We should like to publish it at the beginning of the next school year.

The next issue of NORTH CAROLINA EDUCATION will be the September number. Be sure to let us know what your address will be at that time. This September number will be sent to the present address of subscribers entitled to receive it, unless the publisher is otherwise instructed.

This is tax-levying time and the schools should be properly provided for. We will take no backward step. Our building program is proceeding at a rapid rate. The State has recently loaned \$1,000,000 and before snow flies it will lend \$4,000,000 more for the erection of school buildings.

On April 25th Guilford County voted a county-wide tax and made it possible to consolidate schools according to needs and give equal educational opportunities to all. About the first of April Macon County voted a 30-cent tax over the entire county, and also provided

equal educational advantages for the children of that county. This is an evidence of the spirit that is abroad in the State.

Don't let disappointed school-book publishers persuade you into doing foolish things. Remember this: representatives of school-book publishers are working in the interest of their respective companies. Certain superintendents are in danger of serving as a cat's paw for these very active agents. The law says the State Board of Education may revoke the certificate of any teacher, principal, or superintendent who fails to use the adopted books.

How organized effort, with the county as the unit, may apply itself to securing better teaching in the classroom is impressively illustrated by the work done in Buncombe by Miss Ila Johnson in 1920-21 and in Durham County in 1921-22. The account of their work in Durham County, as given in this number of NORTH CAROLINA EDUCATION by Miss Michaels and Superintendent Carr, is one of absorbing interest and forms a fine chapter in effective rural supervision. If you have not yet undertaken a similar work in your county, use this article as a self-starter.

NOT YET

It is a good omen. To-morrow in North Carolina will be greater than to-day. The boys and girls are going to school and more and more of them go on to college.

At Wakelon commencement, the biggest the school ever had, Professor Owen Odum, principal of the school, was making the announcements, "If any of you school committeemen need teachers, here they are," said he, as he announced the winners of teachers' certificates. "But," he added, "you can't get them. They are going to college."

REVISED CLASSIFICATION OF COLLEGES

Before the Certification rules were revised the colleges of the State were divided into two classes as follows: The A Class, which presents four years of standard college credits, and the B Class, which included all types of colleges rated by the State Department below the A Class. After the rules were revised, the colleges were divided into three classes—the A Class, as above, the B Class, which presents three years of standard college credits, and the C Class, which presents two years of standard college credits. Don't become confused, therefore, if a college was rated B in 1920 and C in 1922.

READING CIRCLE WORK FOR 1922-23

For the improvement of teachers in service, the Reading Circle work will be continued and emphasized again next year. The books will be selected during the summer. It is proposed to announce these and the preliminary directions for conducting the work before the summer schools close in order that superin-

tendents and teachers may begin their Reading Circle work with the opening of their schools in the early fall.

It is the purpose of NORTH CAROLINA EDUCATION to carry in September full announcement of books and plans, with outlines, so far as practicable, for immediate work. Be sure to renew your subscription in time to receive the September number, which is scheduled to appear the first of the month.

PROFESSIONAL STATUS OF THE STATE BOARD OF EDUCATION

From a high school principal comes a request that NORTH CAROLINA EDUCATION publish a list of the several members of the State Board of Education with their respective college degrees and professional training. This request is "respectfully and earnestly" made, says our correspondent, "in view of the fact that many teachers of North Carolina know nothing about the college and professional training of the members of the State Board of Education."

In the following data taken from the North Carolina Manual of 1921, which may be regarded as official, our correspondent will find, we trust, the information she seeks:

Cameron Morrison, Governor, *President*. Educated in private schools of M. C. McCaskill, at Ellerbe Springs, N. C., and Dr. William Carroll of Rockingham. Lawyer.

E. C. Brooks, Superintendent of Public Instruction, *Secretary*. Prepared for college at Bethel Academy in Lenoir County, 1881-1890) and was graduated at Trinity College in 1894. Has been a teacher all his life. Professor of Education in Trinity College, 1907-1919.

W. B. Cooper, Lieutenant Governor. Attended public schools at Mullins, S. C. Banker.

J. Bryan Grimes, Secretary of State. Educated at Raleigh Male Academy, Trinity School (Chocowinity), Lynch's High School (High Point), University of North Carolina, Bryant and Stratton Business College (Baltimore). Planter.

B. R. Lacy, State Treasurer. Educated at Preparatory School of R. H. Graves (Graham) 1868, Bingham School (Mebane) 1869-1870. Fifteen years a locomotive engineer.

Baxter Durham, State Auditor. Attended public schools of Durham and Raleigh 1884-1892, Raleigh Male Academy 1892-1894, Wake Forest College 1894-1895. Traveling Auditor, Department of State Auditor.

James Smith Manning, Attorney-General. Educated at Pittsboro Female Academy (Dr. Sutton) and A. H. Merritt's School. University of North Carolina, A.B., 1879; University of North Carolina, Law School. Lawyer.

LOANS FROM THE FIVE-MILLION-DOLLAR BUILDING FUND

The State Board of Education in May made a loan of \$1,000,000 to 50 counties from the \$5,000,000 Special Building Fund. It was just about a year ago that the State Board of Education notified the counties that the special building fund provided by the General Assembly of 1921 would be available on January 1, 1922, and advised the counties to proceed with their building programs.

In response to this advice many school buildings were erected and the counties borrowed the money from local banks, but when an attempt was made in Jan-

uary to sell the bonds the purchaser was advised not to take them until the courts had passed on their constitutionality. In the meantime the counties had borrowed about \$1,000,000, in addition to their available funds, for the erection of new buildings.

It was not until the middle of April of this year that the courts validated the bonds, and on April 27th the State Treasurer was successful in selling \$1,000,000 worth of these bonds at 4½ per cent interest. The first loans, therefore, have been made to those counties that had gone ahead with their building program.

Each county of the State will be given a chance to borrow its pro rata part of the \$5,000,000, that is, it may borrow the same per cent of this fund that the school population of the county bears to the State population, and the remainder of the \$5,000,000 building fund will be loaned during the summer and early fall, and counties are advised to continue their building programs with the assurance now that this money will be available.

It is interesting to note that the first \$1,000,000 is loaned almost exclusively for the erection of high school buildings in the rural districts. Only \$40,000 of the entire amount will be used in a city school and this goes to the Wilmington High School, which is a high school for the entire county. It is at last possible for the counties to secure funds with which to erect high school buildings for the rural districts. The State Board of Education has recently made appropriations for the purpose of maintaining at least one standard high school for the rural districts of each county in the State and with these loans it is now possible to supply adequate buildings. The counties and the amounts loaned to each are given below:

County	Amount	County	Amount
Alleghany	\$20,000	Harnett	\$11,000
Anson	14,800	Henderson	30,000
Ashe	2,000	Iredell	45,000
Avery	19,000	Lincoln	37,000
Beaufort	27,500	Martin	26,000
Bertie	20,000	Montgomery	6,000
Buncombe	15,000	Moore	9,000
Caldwell	30,000	New Hanover	40,000
Carteret	16,000	Orange	10,000
Caswell	10,000	Pamlico	20,000
Catawba	25,000	Person	15,000
Chatham	6,000	Pitt	17,000
Clay	9,000	Polk	20,000
Cleveland	8,000	Randolph	10,000
Craven	25,000	Richmond	15,000
Cumberland	4,000	Robeson	10,000
Currituck	16,600	Rutherford	26,000
Dare	2,000	Stanly	10,000
Davidson	40,500	Stokes	20,000
Durham	30,000	Union	8,000
Edgecombe	15,000	Wake	45,000
Gaston	41,000	Warren	16,000
Granville	22,000	Watauga	15,000
Guilford	50,000	Wayne	45,000
Halifax	3,000	Yancey	22,000

E. C. B.

Do not omit to renew your subscription in time to receive the September number of NORTH CAROLINA EDUCATION. It is planned to make it more helpful to the teachers in service during the coming year than ever before.

News and Comment About Books

NOTES AND COMMENT

In Howe's *New Era Civics* (Iroquois Publishing Company) this quotation from Theodore Roosevelt is placed at the head of the first chapter: "Each one of us obtains in his schooling something which not he, but the community, has paid for. He must return it to the community in full, in the shape of good citizenship." It is submitted for the reader to think over.

¶ ¶ ¶

From Ginn & Company (Boston) comes the announcement of a new book by Dr. E. W. Knight, Professor of Education in the University of North Carolina. The title is *Public Education in the South*, and as the first authoritative and comprehensive study of actual educational progress in the eleven states of the Confederacy, it will be heartily welcomed. It is a happy event that makes accessible to educational students and leaders such a history of education in the South.

¶ ¶ ¶

For history teachers, the *Practical Map Exercises and Syllabi in History*, published by Ginn & Company, will prove most helpful in the making of maps. By a unique device, the sheets of tracing paper supplied with the exercises may be placed over any map and yet remain bound with the rest after the map has been traced. These Bishop and Robinson map books are made in three volumes: *Ancient History*, *Medieval and Modern History*, and *American History*. The price is 56 cents each.

¶ ¶ ¶

This summer many readers of *North Carolina Education* will probably find time to read attentively a new book or perhaps re-read an old one. In either event, if the book is worth writing about, if it has captivated, or entertained, or instructed, or otherwise helped you, or has aroused in you a sense of antagonism to its teachings, will you not write out in your own fashion a sort of criticism or review of the book and send it to *North Carolina Education* before fall? Make your journal a forum or clearing-house of current professional thought.

NOTICES OF NEW BOOKS

New Era Civics. By John B. Howe. Cloth, 420 pages. Price not given, presumably about \$1.75. Iroquois

Publishing Company, Syracuse, N. Y.

This is a new text-book in civics "for the students of today and the citizens of tomorrow." It is constructed upon the theory that the classroom is the best place to begin the study of civics, and that the best way to apply practically what is there learned is in (1) helpful service to the community and (2) the use of good judgment at the ballot box. The treatment is in five parts: (I) Citizenship, two chapters; (II) The Nation, ten chapters; (III) The State, three chapters; (IV) The Local Community, three chapters; (V) The Parties, four chapters. The book is attractive in paper and print, well equipped for class use, and carries a generous, quite a generous, number of attractive and instructive illustrations.

Historical Readings. Edited with Notes and Biographical Sketches by Helen B. Bennett and Joseph A. Haniphy, and with Introduction by Geo. Burnam Foster, late professor in the University of Chicago. Cloth, 440 pages. Price \$1.50. Rand McNally & Company, Chicago.

A delightful sort of source book for the seventh and eighth grades. Here are pages from the log-book of Columbus himself, from the chronicles of the Pilgrim Fathers at Plymouth, from Alexander Hamilton, Dolly Madison, and many others who make past events live before one's eyes. At the end of the book are biographical sketches and explanatory notes for use when needed. The teacher and pupils who fall upon Bennett and Haniphy's "Historical Readings," with its quaint and vivid pages of intimate source material, will find it of captivating interest just as this writer did as soon as he had gotten inside of it.

Elementary French (Revised Edition). By Fred Davis Aldrich (Worcester Academy), Irving Lysander Foster (Pennsylvania State College), and Claude Roulé (Dartmouth). Cloth, 539 pages. Price \$1.56. Ginn & Company, Boston.

A revision of an already widely-used first-year book in French. The improvement, however, is quite material. The authors have been at their new task three or four years. The exercises have been freshened and improved in quality—as well as increased in quantity. The lessons have been shortened, pronunciation handled more effectively, and the presentation of grammar has been simplified. The exercises and illustrations impart a French flavor and atmosphere that are rather engaging. A frontispiece in colors shows American soldiers at Cantigny going to the front. There is a picture of Marshal Foch and a number of French scenes, places and historical persons. The prominent features of excellence may be summarized thus: (1) Adaptability to early high school years; (2) emphasis on fluency; (3) abundance of exercises for drill in idiom and conversation; (4) complete review

for every three lessons; (5) illustrations with interesting legends in French; (6) use of International Phonetic Alphabet symbols.

Mr. Newsom's "Song and Dream"

The Stratford Company, of Boston, has brought out a volume of the poems of D. W. Newsom, treasurer of Trinity College, entitled "Song and Dream." Some of these poems have appeared in the "poet's corner" of the editorial page of the *News and Observer*. Most readers will subscribe to the sentiment of the *Book News Monthly* that "there is in many of these poems a note of deep idealism which makes the book decidedly worth while."

The volume is divided into Songs and Dreams of Love, Songs and Dreams of Life, and Songs of War, but the great bulk of the poems are under the second classification. There is warm and tender sentiment in the first variety of poems, the "lofty idealism" to which the *Book News Monthly* refers in the second, and and patriotism and dramatic power in the war compositions.

The book of poems is one of the most notable of North Carolina collections of poetry. Mr. Newsom will take rank among the best and most finished of North Carolina poets.—*Raleigh News and Observer*.

West Hickory Bonds Turn Up in Good Shape

Hickory, May 5.—West Hickory's \$60,000 school bonds, voted last year, held up because of an alleged technicality, and by a large part of the public believed to be mere scraps of paper, have turned up in good shape ready to be delivered at an early date and all that remains for the populace is to decide on one of three school sites. Some of the folks say that is a big question. R. H. Shuford, attorney for the town board, announced the sale of the bonds at par and accrued interest. The plans call for a handsome building with room for a vocational training department.

A Champion Speller in Tarboro's Third Grade

Tarboro, May 20.—A young speller who may some day challenge his cousin, Mr. John Allen, of Louisburg, for the state championship, was discovered at the Tarboro graded school Friday when Billie Aikeu, of the third grade, was awarded the prize for being the best speller in the elementary school. By a process of elimination, the best speller in each grade from the second to the seventh was selected to enter the final contest for the medal offered for the winner. This contest was held in the school auditorium, and after standing up until all the other contestants had been retired and spelling the word missed by his last opponent, Billie Aiken, of the third grade, was declared the winner. A coincidence of interest in connection with this remarkable feat is the fact that Billie is related through his mother, who was Miss Nellie Jenkins, of Littleton, to the champion speller of the state, Mr. John Allen, of Louisburg.

STATE SCHOOL NEWS

SCHOOL NEWS BRIEFS

Plans are about complete for a \$50,000 school building of modern construction and equipment at Hookerton, Greene County.

Mebane voted May 13 a \$75,000 bond issue for the erection of an addition to the graded school building and an auditorium large enough to seat twelve hundred people.

June 15 a special election will be held at Duke for decision of two issues: (1) voting \$75,000 in serial bonds for school buildings, and (2) voting a local tax for maintenance.

To date Dr. W. A. Withers, director of the State College Summer School, has received nearly 150 more applications for reservations than at the corresponding date last year, when the number was 852.

In Robeson County Fairmont district has voted a bond issue of \$75,000 and Thompson township \$25,000 for new and modern high school buildings. Several other districts have done likewise as a result of consolidation.

Work will soon be started on Grace Memorial Hospital at Banner Elk. The hospital will be a part of one unit of the Lees-McRae Institute. Money for building the hospital has already been given by Mrs. Helen Hartley Jenkins, of New York City. The hospital will be a memorial to Mrs. Jenkins' sister.

Mr. H. F. Srygley, now superintendent of schools at Morganton, will succeed Prof. J. A. Holmes as principal of the Raleigh High School. Professor Holmes, who for the past two years has been principal of the high school, will retire from his position at the end of the year and will probably go into business.

The contract has been awarded for a new nineteen-room school building at Apex. It will be a two-story brick structure. The nineteen rooms include class-rooms, a library, a laboratory, and an auditorium. It will be completed, under the terms of the contract, in a hundred days and will receive the students of Apex at the opening of the 1922-'23 session in September.

A referee's decision reported to the Supreme Court of New York, May 18, entitles Wake Forest College to receive a patriotic trust fund of \$1,375,000, which was created in 1892 by the late J. A. Bostwick. It is not yet certain whether the heirs will take an appeal. If they do not make further resistance, the fund will be turned over to the college in due course of procedure.

At Henderson the board of trustees of the city schools has let the

contract for three new school buildings. The contracts were all awarded to the same bidder for a total of \$70,000, with the guarantee that the first of the buildings would be completed and ready for occupancy on September 14, 1922, and the other two fifteen days thereafter.

At Buie's Creek Academy commencement it was announced that of the 563 students enrolled for the closing session, there had been no deaths, no serious illness; that religious services had been attended by the largest number in the history of the institution, and that from the standpoint of general discipline and institutional results accomplished, this had been one of the most successful sessions. The graduating class had 70 members.

A Great Sight

A feature of some of the county commencements this year was the picnic dinner. The reporter of the Edgecombe County commencement at Tarboro (May 5) described the occasion there as follows:

"At 1 o'clock a great picnic dinner was served on the common to the more than 5,000 visitors present. Booths and tables had been provided for each school and the refreshment committee distributed to the 21 long tables 200 gallons of ice cream and plenty of cold drinks to supplement the basket lunches which the schools brought with them. It was a great sight to see more than 5,000 people of the county, mostly children, enjoying their dinner on the town common with the band playing and everybody happy."

Change of Presidents at Louisburg

At Louisburg College, Dr. L. S. Massey, resigned, is succeeded by Prof. A. W. Mahon, now president of Sue Bennett Memorial School, London, Ky. He is a graduate of Ohio Wesleyan University and has won the degree of M.A. in education in the dormitory of Chicago. He is a young man, 39 years old, whose whole life since graduation has been spent in school work.

President Massey has done a notably successful administrative work at Louisburg, where he was formerly a pastor. As preacher, pastor, editor, and educator, he has a record of achievement and wise leadership that only enhances his usefulness for whatever work he may enter upon in the future.

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North Carolina Winners in Essay and Lesson Contest

Washington, D. C., May 11.—Miss Anna Higgs Griffith, a student in the Woodland, N. C., public schools, and Miss Christine Pridgen, a teacher in the Warsaw, N. C., public schools, respectively won State honors in the essay contest and lesson contest on highway safety, conducted under the auspices of the Highway and Highway Transport Education Committee, according to announcement here today. Manuscripts were graded by a committee appointed by Dr. E. C. Brooks, State Superintendent, who co-operated in the campaign.

The essay of Miss Griffith represents North Carolina before the national essay committee, and in addition she receives a gold medal and fifteen dollars. Likewise the lesson by Miss Pridgen is now before the national lesson committee representing the State.

An essay by Miss Emmeline Elliot, Lowes Grove school, Durham, won second honors, a silver medal and ten dollars. The following pupils won third prizes, bronze medals and five dollars in cash: Mary Grey Quinn, Warsaw; Ellen Peel, 120 Halifax Street, Raleigh; Margaret Hauser, 420 North Main Street, High Point; Dick Battle, Chapel Hill; Frances Barfield, Sunset Park school, Wilmington; Mary Patterson, Maxton; Henderson Kincheloe, 213 Western Avenue, Rocky Mount; Evelyn Jennings, 100 West Matthews Street, Elizabeth City, and Hortense Ambrose, Creswell.

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Trinity to Have Student Government

Durham, May 15. — Self-government for the male students of Trinity College seems assured as a result of a vote taken by the men in their class meetings Saturday. The vote to adopt a constitution and by-laws previously considered was almost unanimous. The women students of Trinity have had student government for several years.

Under the constitution as adopted by the vote of the men students affairs will be largely in the hands of a student council, presided over by a president elected from the senior class, with a vice-president and secretary-treasurer to act as chairman pro tem in the absence of the president. The council will be elected from the four classes with the upper classes having a majority representation.

This council will have power to investigate student affairs and to make recommendations to the college authorities. The plan as proposed has the sanction of Dean W. H. Wannamaker, student promoters of the system. The faculty is expected to offer no objection to the adoption of the system.

The student government movement for Trinity men students started last year with the class of 1922. At that time a committee was appointed to draw up a constitution to be submitted to the student body. This committee acquired information concerning the plans used in other institutions of the country and drew up a constitution with a committee from the faculty acting in an advisory capacity. The constitution was adopted by the vote at the class meetings is much the same as prepared by the committee last year.

An election to select officers under the new system will be held as soon as the movement has the sanction of the faculty.

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School Growth at Duke

For several years the people of Duke have realized the present inadequate school facilities, and the coming election has aroused much interest throughout the town. The school has grown to such proportions that it has been necessary to hold two sections daily in the principal grades. The high school has used a dwelling-house this year, because of the crowded conditions in the lower grades. The enrollment this year was 575, the largest in the history of the school. It also is the second largest school in the county. Incidentally, the Duke school has the distinction of being the first graded school in Harnett County, but due to the rapid growth of the town, the facilities have long since become inadequate.

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Meredith College Will Move to a Larger Site.

The trustees of Meredith College have acquired by purchase for \$60,000 a new site for this institution. The tract of land, consisting of 135 acres, is known as the Tucker estate, and lies north of the Southern and Seaboard railroads about one mile west of the State College of Agriculture and Engineering.

The Southern boundary parallels the Cary road for 2,600 feet. The property thus comprises a rectangle of finely wooded country, level and, according to the consensus of opinion on the board, ideally fitted for college purposes. There is a large spring and a natural depression which can be formed into an artificial lake or swimming pool.

Not before 1925, however, can disposition be made of the present institution and work completed on the new. By that time, it is anticipated, the Carolina Power and Light Company will have a line extended, certainly to Method. The city limits of Raleigh lie just a quarter of a mile from the Meredith College boundary.

The new property is now traversed by the Highland Farms road, which will be changed so that it will border the property. In this way, the college site will be bounded on all sides by a good road, and on one side by a hard-surface highway, a part of several national systems.

Plans also contemplate the removal of the Method station a few hundred feet toward Raleigh, and the change of the name of the station from Method to Meredith.

Competent architects have advised the board that an institution of the sort that is desired for the accommodation of five hundred students will cost approximately a million dollars. A committee of the trustees composed of W. N. Jones, R. N. Simms and Z. M. Caviness, will look after details of the transfer of the property and kindred matters relating to the change from one location to another and will report to the full meeting of the board of trustees at commencement, when definite action looking toward the financing of the new program will be taken.

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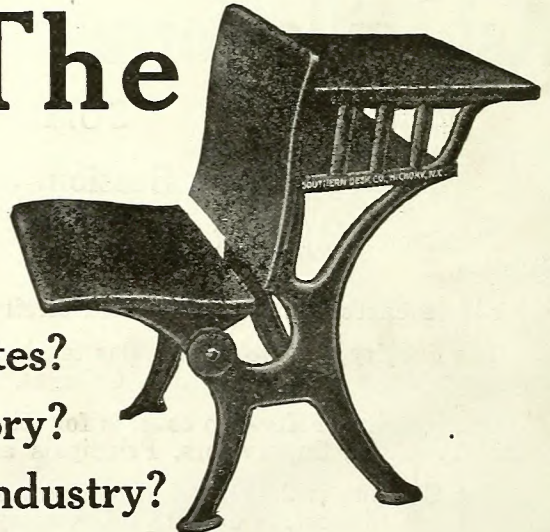
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